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ABSTRACT

In compliance with the Social Studies Textbook Act of the State of Michigan, 18 elementary, junior high school, and high school level social studies books were examined to determine the extent to which they adequately reflect the multi-racial, multi-ethnic and pluralistic nature of American society, both past and present. A group of 27 educators, historians, school board members and clergypersons were chosen to write reviews of the books and rate them on a five-point scale. Each book was reviewed and rated by three persons, and the total 54 reviews are reproduced. The report presents an analysis of the ratings and a discussion of the findings. Results seem to indicate that a better job is being done of including the contributions and achievements of minorities and of more adequately reflecting multi-ethnic, multi-racial and pluralistic attitudes. The description of the design and results of the study is followed by the reviews and appendices containing lists of the textbooks reviews, the members of the review committee, and the criteria used for evaluating the textbooks. (Author/KSM)

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1974 Michigan Social Studies Textbook Study

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FOREWORD

The 1974 study of social studies textbooks, conducted by the Michigan Department of Education in response to Act 127 of the Public Acts of 1966, was received by the State Board of Education in November of 1973. At that time the Board recommended distribution of the report to educators, publishers, and various institutions and agencies throughout the state and country. As Superintendent of Public Instruction, it gives me pleasure to carry out this Board recommendation, since it is indeed important that the textbook materials used by youngsters at both the elementary and secondary level adequately reflect the multi-ethnic, multi-racial, and pluralistic nature of our society, both past and present.

This year's report combines a full description of the study — its background, the methodology used, and a description and discussion of the results — with a complete set of textbook reviews upon which the findings in the report were based. Each of the 18 textbooks included in the study was reviewed and rated by three individuals; hence a total of 54 reviews are included in this report. Educators who are directly involved in the selection of social studies textbooks will undoubtedly find the reviews themselves (contained in Chapter IV) very useful and valuable.

We have been fortunate in having the services of some outstanding educators and historians in the preparation of this study, and I wish to thank these 27 persons. I also wish to extend my thanks to Dr. Robert Trezise, the Social Studies Specialist for the Department who planned the study, carried it through to completion, and prepared the final reports.

John W. Porter
Superintendent of
Public Instruction

TABLE OF CONTENTS

		Page
Abstract		1
Chapter I	Introduction	3
Chapter II	Design of the 1974 Social Studies Textbook Study	9
Chapter III	Results and Discussion	11
Chapter IV	The Social Studies Textbook Reviews	
	Book I	17
	Book II	21
	Book III	25
	Book IV	29
	Book V	33
	Book VI	37
	Book VII	41
	Book VIII	45
	Book IX	49
	Book X	53
	Book XI	57
	Book XII	61
	Book XIII	65
	Book XIV	69
	Book XV	73
	Book XVI	77
	Book XVII	81
	Book XVIII	85
Chapter IV	Appendix A — Textbooks Reviewed for the 1974 Study	89
	Appendix B — 1974 Social Studies Textbook Review Committee	90
	Appendix C — Criteria Used for Evaluating 1972 Textbook Study on Early Elementary-Level Social Studies Textbooks	91

ABSTRACT

Eighteen later-elementary, junior-high-school, and high-school-level social studies books were examined to determine the extent to which they adequately reflected the multi-racial, multi-ethnic, and pluralistic nature of our society, both past and present. The books included represent the latest efforts of the publishers that issued them; and as a group they are believed to fairly represent social studies books widely in use in Michigan. A group comprised of 27 educators, historians, school board members, and clergypersons were chosen to: (1) write reviews of the books and (2) rate them on a five-point scale (Excellent, Good, Fair, Poor, Very Poor). Each book was reviewed and rated by three persons; hence, a total of 54 reviews and ratings were obtained for the 18 books. The present report presents an analysis of the ratings and a discussion of the findings. The full set of 54 reviews have been included in Chapter IV of this report. By reading through the 54 reviews, educators may not only become more familiar with the criteria of cultural pluralism being used to evaluate these books, but they may also gain insights into how the criteria may be applied to textbooks being considered for adoption.

An analysis of the ratings indicates that when all 54 ratings are considered, 13% of them are in the Excellent category, 37% are in the Good category, 26% are in the Fair category, 20% are in the Poor category, and 4% are in the Very Poor. Another way of viewing these results is that 50% of the ratings are on the positive side (either Excellent or Good), while 24% are on the negative (Poor or Very Poor), with the remaining 26% in the Fair category. Analysis of the ratings indicated a good degree of agreement among the raters; that is, the three raters of a particular book tended to be in close agreement about the book. Also, the raters tended to be in close agreement about the books regardless of their professional orientation.

The results of this year's study seem to indicate that progress is being made in terms of the criteria included in the Social Studies Textbook Act. Textbook publishers *do* seem to be doing a better job in including the contributions and achievements of minorities in their books, and the textbooks do seem to more adequately reflect the multi-ethnic, multi-racial and pluralistic nature of our society, both past and present.

This judgment is especially justified on the basis of studies conducted in previous years. The 1968 study found that not one of the books in widespread use in the state of Michigan at that time was adequate. In fact, they were, according to the 1968 report, woefully and seriously inadequate in terms of the criteria. Although the rating scale used in the 1973 study was slightly different from the one used in the present study (in 1973 a four-point scale was used: Very Good, Good, Fair, and Poor), hence making it somewhat difficult to compare this year's results exactly with last year's, the over-all indications are the reactions of the reviewers to the books are more positive this year. Last year's results indicated a preponderance of ratings on the negative side (69%) as compared to this year's 24 per cent.

On the other hand, if one were to say that the "Fair" ratings in this year's study do not represent what we would like textbooks to be, then 50% of the ratings in this year's study are in the less-than-good-or-excellent category.

On the positive side, in last year's study only 31% of the ratings were in the "Very Good" to "Good" category; this year 50% of the books are in this positive area.

In short, textbooks do seem to be improving in the regards under consideration here.

If this study, along with the other studies that have been made, suggest one thing to educators of the State, it is that teachers should avoid using the textbook as a single source of information. Of course, the textbook publishers would themselves say this; that is, that their works should be considered as only one reference work in a course of study. Unfortunately, it is probably true that many, if not most, teachers still do rely almost exclusively upon the single textbook, and students are referred to additional reference sources all too infrequently. This is especially lamentable since quantities of excellent supplementary materials are readily available to teachers, if only they would use them. It would seem, then, that a major focus in social studies, and other curriculum areas as well, should be on efforts to encourage teachers to "get away from the textbook" and to use the excellent and abundant trade books that are available (or should be available) in school libraries, newspapers and magazines, and primary source materials that may be available in the community. Further, when textbooks and other materials are chosen for classroom use, these materials should be chosen on the basis of the teacher's objectives.

Chapter I

INTRODUCTION

Textbooks and Accountability

Textbooks traditionally have been an important, key factor in determining school curriculum. At all levels in education, courses of instruction often have been textbook-centered; and what was taught and even the style of instruction have been very much influenced by the particular textbook in use in the classroom.

However, under a program of accountability, such as the one developed by the Department of Education in Michigan, the textbook assumes a rather different role in terms of the curriculum. The six-step Accountability Model in Michigan begins, as is well known, with the establishment of goals and objectives. Thus, within any kind of program for curriculum development, it is incumbent upon educators to first define the broad goals that should appertain to the program, and then after defining the goals, student performance objectives should be developed in terms of the goals. Educators may derive the goals and objectives in a variety of ways: on the basis of the *Common Goals of Michigan Education* and the state's minimal student performance objectives; on the basis of all kinds of commercial curriculum materials; and on the basis of the needs of the students in a particular district. But the point is, those involved with the students determine the program goals and the objectives themselves and do not rely upon the textbooks to do this for them.

This is not to say that textbooks become an unimportant part of the curriculum; rather, it simply means that the textbooks assume a different kind of role. In terms of the Accountability Process, after the goals and objectives have been defined and after a needs assessment has been conducted, then the teacher decides upon an appropriate delivery system to use — and *one aspect* of that delivery system may be the textbooks to be used. Hence, textbooks to be selected should fit into the teacher's goals and objectives rather than the program objectives being determined by the textbook. Another way of saying this is that the textbook must accommodate the program objectives, not the program objectives the textbook. In this way, the textbooks are at the delivery system point in the Accountability Model rather than at the goal and objectives stage.

This somewhat different textbook role does not mean, however, that they become an unimportant consideration. In the Accountability System the identification of delivery systems is obviously of crucial concern. And insofar as the textbooks are a part of the delivery system, they are an important consideration. For this reason the need for a continuation of the Department studies of textbooks, begun first in 1968, remains apparent. Textbooks should, regardless of their function within the Accountability Process, fairly and adequately reflect at all grade levels the multi-racial, multi-ethnic, and pluralistic nature of society, both past and present.

The Social Studies Textbook Act

For many years the textbooks in use in our schools reflected an almost completely white, middle-class society. The fact that America was made up of people of many different racial and ethnic groups was scarcely suggested, either in the pictures of the books or in their written content. And when minorities were discussed, the discussions often appeared under such headings as "Problem Areas," which implied that persons of ethnic and racial minorities had been and still were more of a troublesome factor in our society than they were valuable contributors. For Black children, for Orientals, for Mexican-Americans, for Indians, and so on, the fact that their school books virtually ignored their existence, except in a pejorative sense, suggested to them that they were not the "real" Americans — "real" Americans were always white and inevitably comfortably ensconced in a stereotyped middle-class setting.

Although persons of various racial and ethnic minorities had been aware — indeed, were painfully aware — of this textbook situation for many years, it wasn't until the advent of the Civil Rights Movement that objections began to be made. The initial response of some textbook publishers was to simply color in some faces in the textbooks. But it became clear that what textbooks needed was more than a superficial once-over with a black or a yellow brush; what was needed were some basic textual revisions and very basic changes in approaches.

In order to encourage textbook publishers to make needed changes in their books, in 1966 the Michigan Legislature passed the so-called "Social Studies Textbook Act," which required the Superintendent of Public Instruction to make an annual survey of social studies textbooks in use in the state to assess the degree to which they fairly include recognition of the achievements and accomplishments of ethnic and racial minorities. Specifically, the Textbook Act reads as follows:

> "Whenever the appropriate authorities of any private, parochial or public schools of the state are selecting or approving textbooks which cover the social studies, such authorities shall give special attention and consideration to the degree to which the textbook fairly includes recognition of the achievements and accomplishments of the ethnic and racial groups and shall consistently with acceptable academic standards and with due consideration to all required ingredients of acceptable textbooks, select those textbooks which fairly include such achievements and accomplishments. The superintendent of public instruction shall cause to be made an annual random survey of textbooks in use in the state and submit a report to the Legislature prior to January 15 of each year as to the progress made as determined by such random survey, in the attainment of the foregoing objective."

Background to the Present Study

The 1968 Study: A report on the first survey in response to the legislation was issued by the Department in the summer of 1968. The Department had identified in the survey a group of United States history textbooks that were widely used in the secondary schools of Michigan. The books so identified had been submitted for review purposes to a group of well-known historians. The following paragraph, extracted from the 1968 report, may serve as a summary of the historians' findings:

> "The historians found the textbooks to be inadequate when evaluated by the standards (of the Textbook Act) and in terms of their own professional judgment. The reviewers noted errors of both omission and commission, and avoidance of nearly everything controversial, and reliance on outdated historical research. As one of the historians put it, the treatment of the Negro in the history textbook he reviewed 'exemplifies everything that must infuriate the . . . Negro.' Although the focus of this phase of the study was the Negro American, the findings apply similarly to other minorities as well. In short, these reviews, when taken together, in the Committee's opinion, constitute a severe indictment of the American history textbooks that are in widespread use in the schools of Michigan in the fall of 1967."

In addition to a discussion of the historians' findings, the report included a set of "Guidelines for Evaluating Social Studies Textbooks in Regard to Their Treatment of Minority Groups," which were widely distributed to local districts. Copies of the report, including the "Guidelines," were also sent to the textbook publishers.

The 1971 Study: Although interim reports were submitted to the Legislature between the 1968 report and the Second Report, which was issued in 1971, the 1971 report constituted the Department's second major attempt to ascertain the extent to which improvements were being made in regard to adequate treatment of

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[1] The State Board of Education recently proposed amendments to the Textbook Act, and the Board's proposed changes were introduced in both the House and the Senate. Under the proposed amendments the Textbook Act would read as follows:

> "When the appropriate authorities of private, parochial, or public schools of the state are selecting or approving instructional materials that reflect our society, either past or present, including but not limited to social studies textbooks, the authorities shall give special attention and consideration to the degree to which the materials reflect the pluralistic, multi-racial, multi-ethnic, and multi-religious nature of our society, both past and present, and shall select only those materials which avoid ethnic, race, and sex stereotyping, consistently with acceptable academic standards and with due consideration to required ingredients of acceptable materials, select those materials which reflect these criteria. The superintendent of public instruction shall cause to be made a biennial random survey of materials in use in the state and submit a report to the Legislature prior to January 15, bienially, as to the progress made, as determined by the random survey, in the attainment of the foregoing objective."

minorities in secondary United States history textbooks.[2] In order to determine the degree of progress made in the textbooks since 1968, the 1971 report was a virtual replication of the earlier study. The following paragraphs, extracted from the Second Report, may serve as a summary of this work:

1. "While most of the textbooks do include mention of minority contributions, according to the reviewers these references are not often enough presented as an intrinsic part of the total text, but, rather, tend to suggest items that are mere attachments, placed into the text as afterthoughts.

2. "These reviewers indicated that the history textbooks suffer from shortcomings that seem almost to be an essential aspect of the textbook genre itself — that is, there is almost a complete absence of any attempt to deal with controversial events in the American past, virtually all negative events in the past (and present) have been glossed over, the past is distorted through omissions of vital information, and in the attempt to achieve a kind of historical "objectivity," the textbook writers have only succeeded in presenting a kind of bland, amoral, and over-simplified view of the American past that serves, these reviewers say, as an inadequate introduction for the student to his responsibility as a citizen.

3. "While the historical contributions of some minorities are fairly included in the textbooks, others are nearly completely neglected. Further, the multi-ethnic nature of our society, as well as this society's roots in multi-ethnicity, are not clearly enough described. Further, say a number of these reviewers, the textbooks do not come close enough to adequate descriptions of the roots of prejudice and racism in our society.
"For these reasons, then, it would appear that on the basis of the present twelve reviews, one would conclude that insufficient progress, in terms of the legislation, has been made in the past several years in the area of the treatment of the minorities in American history textbooks."

The Second Report of 1971 also contained the textbook selection "Guidelines" that appear in the first report, and again they were widely distributed to local districts.

The 1972 Study: Having focused in two major studies on United States history textbooks used at the secondary level, the Department next decided that it should turn its attention to social studies textbooks in use at the elementary level. Since these books are used by children who are still very much in the formative years, it seemed especially important that the social studies books at this level be adequate in regard to their treatment of the various racial and ethnic minorities.

The eight books chosen to be examined for the 1972 study represented the second grade (or level) books of the most commonly used elementary social studies series in Michigan. Thus, any school in this state that had an early elementary-level social studies textbook adoption was very likely to be using one of the books included in this report.

A group of six elementary education and social studies specialists were chosen to examine each of the eight books in terms of "the degree to which the textbook fairly includes recognition of the achievements and accomplishments of (various) ethnic and racial groups." Taking this broad criterion from Michigan law as its general charge, the committee then set up a list of specific criteria to be used to evaluate the textbooks. These criteria appear in Appendix C.

When the committee members examined the eight textbooks in regard to these criteria, they found that though they were, perhaps, still not as good as they might be, still, as a group of elementary social studies textbooks, they did seem to represent an improvement over similar books published only a few years ago. In general, the committee felt that over the past several years, publishers had made considerable strides in

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[2]Act 127 of the P.A. of 1966 became effective March 10, 1967. The first report in response to the legislation was issued to the State Legislature in January, 1968, and was entitled "A Preliminary Report." This report outlined the full study, which was then in progress. The full report was issued in July, 1968, and was entitled "A Report on the Treatment of Minorities in American History Textbooks." In January, 1969, an interim report, entitled "The Social Studies Textbook Act — A Progress Statement," was sent to the Legislature. No reports were issued in 1970. In 1971 a report entitled "A Second Report on the Treatment of Minorities in American History Textbooks" was issued, and it was sent to the Legislature in April of 1971. In January, 1972, a report entitled "Early Elementary-Level Social Studies Textbooks: A Report in Regards to their Treatment of Minorities" was sent to the Legislature. In 1973 a two-part report was issued entitled "A Study of Elementary and Secondary Social Studies Textbooks: Part I, The Textbook Report," and "Part II, The Textbook Reviews." Thus, of the various reports sent to the Legislature, four have been reports of actual studies; others have been interim and progress reports. The present 1974 report represents a fifth report of a study.

improving the quality of books included in the study. As a matter of fact, the committee members felt that publication dates may be one of the best guides to local districts that are in the process of choosing new textbooks, since it seemed to be sure that the more recent the publication date, the better the publication in nearly every way — and particularly in terms of the book's reflection of a multi-ethnic, multi-racial, and pluralistic society. The fact that elementary-level social studies books had changed for the better over the past several years indicated that publishers had indeed begun to respond to the demand for textbooks that more realistically depict our society, both past and present. Although books tended to reflect our pluralistic, multi-ethnic, and multi-racial society more realistically, the committee members felt, however, that the textbooks still did not present the great social problems of our times in as direct a way as they might. Nevertheless, through the use of many open-ended questions, many of the more recent books presented opportunities for the students to bring up topics concerning social issues.

The report also presented reviews of each of the textbooks included in this study. Each of the reviews represented the consensual thinking of the committee. These reviews indicated to the reader that some publishers have done considerably better than others in their attempts to reflect in a realistic way the pluralistic nature of our society. In general, the committee members felt that most of the textbooks at least suggested that efforts had been made to include minority contributions, but these efforts have been far more successful in some instances than in others.

Again, the report was widely distributed; and it has received considerable attention from the educational community on a nation-wide basis. Indeed, it formed the basis for the March, 1973, issue of *Social Education*, the official journal of the National Council for the Social Studies.

The 1973 Study: The 1973 study was considerably broader in scope than the previous studies in a number of ways. First, since the original 1968 report, the criteria used to evaluate social studies books tended to become broader. Initially the reviewers interpreted the Textbook Act language very literally; i.e., they considered strictly "the contributions of minorities." But in the 1973 study the reviewers for the Departmental studies considered the textbooks not just in terms of "minority contributions," but in terms of how well the books reflect the multi-racial, multi-ethnic, and pluralistic nature of our society in the broadest sense. A second way in which the 1973 study was broader than the previous ones was that more books were included in the study. The 1972 report, for example, included eight books, while the 1973 study included twenty-five. In 1973 forty-six reviewers were involved, thus representing a greater diversity of viewpoints.[3]

In the 1973 study, twenty-five later-elementary, junior high school, and high school level social studies books were examined to determine the extent to which they adequately reflect the multi-racial, multi-ethnic, and pluralistic nature of our society, both past and present. The books included represented the latest efforts of the publishers that issued them; and as a group they were believed to fairly represent social studies books widely in use in Michigan. A group comprised of 46 public school supervisors and teachers, as well as university educators and historians, were chosen to: (1) write reviews of the books, and (2) rate them on a four-point scale (Very Good, Good, Fair, Poor). Each book was reviewed and rated by three persons; hence, a total of 75 reviews and ratings were obtained for the 25 books. The 1973 report presented an analysis of the ratings and a discussion of the findings. The full set of 75 reviews were included as a separate publication, entitled Part II. By reading through the 75 reviews, educators were not only able to become more familiar with the criteria of cultural pluralism being used to evaluate the books, but they were able to also gain insights into how the criteria could be applied to textbooks being considered for adoption.

An analysis of the ratings indicated that when all 75 ratings were considered, 11% of them were in the Very Good category, 20% were in the Good category, 41% were in the Fair category, and 28% were in the Poor. This finding was to be considered in the light of the following additional findings: (1) The elementary and secondary books received approximately the same percentages of ratings; that is, in the case of both elementary and secondary textbooks, the ratings were predominantly on the negative side. (2) Analysis of the ratings indicated a high degree of agreement among the raters; that is, the three raters of a particular book tended to be in close agreement about the book. (3) The raters tended to be in close agreement about the books regardless of their professional orientation.

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[3]The broader scope of the study was made possible largely through the availability of ISLE funds in Michigan. ISLE (Improving State Leadership in Education) is an ESEA Title V, Section 505 project, which allocated money to Michigan for the purpose of strengthening the Department's leadership role.

Although it was somewhat disappointing to find that more of the textbooks were not on the positive side, especially when one considers the numbers of students who will inevitably read these books, it was gratifying to find that at least some textbook publishers seemed to be doing a better job including in their works elements that reflect the multi-racial, multi-ethnic, and pluralistic nature of our society. Only a few years previously a Department study indicated that virtually *no* textbooks were adequate in this regard.

Perhaps the most significant feeling one might have carried away from the study was that social studies teachers should be extremely wary of using the textbook as a single instructional tool. Social studies textbooks, even the better ones, should be greatly supplemented by additional references, library books, magazines, primary source materials, and so forth.

Impact of the Studies to Date

Since the advent of the Social Studies Textbook Act, the reports cited above have apparently had considerable impact. When the 1968 report appeared, most major newspapers in the state carried full-scale articles on the findings — many of these articles appearing on the front pages. Each report that has followed has received similar attention in the press of the state. For example, in its Sunday, February 25, 1973, edition, the *Detroit Free Press* devoted several pages to the 1973 study, and excerpts from a number of the reviews were included.

The reports have also attracted national attention. The March 28, 1973, edition of the *New York Times* devoted a full page to what was referred to as the Department's "significant and unique work" in the area of textbook studies, and a number of other newspapers and periodicals with national distribution included articles about the 1973 study. In addition, both the Columbia Broadcasting System and the National Broadcasting Company contacted the Department for more information on the studies, and both networks carried stories on the topic.

Also, the influential Association of American Publishers, Inc. began a series of communications with the Department in regards to the textbook studies, and in May, 1973, a Departmental staff member met with representatives of the Association in New York to discuss the textbook studies and further discuss the findings. At the meeting the Association expressed its approval of the Departmental studies and offered the Association's cooperation in future studies.

But more important, what effect have the studies had on the schools of Michigan? The studies have all had a very wide distribution throughout the state. The 1973 study was sent to every local and intermediate district superintendent in the state, as well as to every secondary principal and a large number of elementary ones. In addition, all presidents of local boards of education received copies. Since the report was mailed to these groups, hundreds of requests have come to the Department for additional copies, these requests coming not only from educators in Michigan, but throughout the country. Although the 1973 report has been out for nearly a year, still, each week an average of five to ten requests for the study come in to the Department.

In the spring of 1973 a random survey was made of school districts in Michigan to determine the extent to which the reports were actually being used. Close to 50 school districts, ranging from the large city to the rural districts, were contacted, and each district reported that the reports were well known in the district and that they were being used whenever textbook selection committees were in the process of considering new textbook adoptions. Although those who use the textbook studies are continually reminded that the reviews that appear in them are designed to be of use only as an aid and model to those making textbook selections and not as an official Department endorsement of particular books, still, educators in Michigan often say that they do not wish to choose textbooks that have received rather consistently poor ratings and reviews.

Considering this discussion, it would seem fair to assume that the reports have indeed had a considerable impact on both publishers and educators.

Chapter II

DESIGN OF THE 1974 SOCIAL STUDIES TEXTBOOK STUDY

Focus of the Study

The present study follows almost exactly the design of the 1973 study. Included in the study are both elementary and secondary social studies textbooks, and for the most part, the books are essentially American history textbooks. Eighteen books were selected for the study, and three persons were assigned at random to review and rate each book. Thus, a total of 54 reviews and ratings were to be obtained. Although the book assignments were randomly made, an attempt was made to assign at least one historian and one educator to each of the books. The reviewers did not meet as a group, nor were they in communication with each other. In order that each reviewer would be evaluating a particular book on a somewhat comparative basis, each reviewer was to be assigned two books. Thus, no reviewer would be evaluating only one book without the opportunity of comparing it to at least one other book.

Selection of the Textbooks

All of those textbook publishers that have permission to sell materials in Michigan and that issue social studies materials were contacted. Contacts were made by the Department directly to the publishers' home offices. Each publisher was asked if it had new textbook publications in the area of American history, either elementary or secondary, that it wished to include in the 1974 study. Thus, the publishers had the option as to what books they wished to include. Without exception, if the publishing house had a recent edition of an American history textbook, they wanted to include it in the study. Only when the publishers said that their American history textbooks were "beginning to get old" did they decline to submit them to the review process. (It should be noted, however, that these older editions are still in classroom use and are usually still being sold.) As was true in the 1973 study, then, *it is important to stress that all of the books in the study represent the publishers' latest work.*

The books selected range from the third grade level to the high school. Since upper-elementary level books are often used in junior high schools, and junior high school books are often used in high schools, publishers are understandably reluctant to designate their books for use at a particular grade. For this reason it is not possible to designate within this study the grade level of the various books included. A list of the 18 books selected appears in Appendix A.

Selection of the Reviewers

Since the results of a study such as this one is entirely dependent upon the reviewers selected, the selection process becomes extremely significant. Since 18 books were to be included in the study and each book was to be reviewed and rated by three persons (making up a total of 54 reviews); and also since each reviewer was to be assigned two books, a total of 27 reviewers were necessary (54 divided by 2 equals 27). Since the textbooks chosen were essentially American history books, approximately half of the reviewers were to be professional historians. Most of the remaining reviewers were to be drawn from the ranks of educators, including teachers, teacher trainers, and local district administrative personnel. Because the textbook studies are of great interest to school board personnel (local school boards have the final authority in terms of textbook selection), the Michigan Association of School Boards was asked to nominate a person to act as a reviewer, which it did. Also, since the churches of this country have and still do play an important role in terms of our pluralistic nature, the Michigan Council of Churches was asked to nominate a clergyman to serve as reviewer. A Catholic nun was also asked to take part in the study.

In order to obtain professional historians, the history department chairmen of all the four-year public institutions of the State were asked to nominate a person to take part in the study. All of those historians so nominated were asked to serve in the study. The teachers were nominated by the local superintendents or assistant superintendents in charge of instruction.

Thus, none of the reviewers was chosen directly by a Departmental staff person. The numbers of reviewers from the various categories are as follows:

Historians	— 12
Educators	— 12
Clergy	— 2
School Board	— 1

A list of the 27 reviewers appears in Appendix B.

Direction Given to the Reviewers

Each reviewer was directed to write a review of two and one-half double-spaced, typewritten pages. Although some of the reviews did finally vary somewhat in length, for the most part they are fairly standard in length. The reviewers were told that their evaluations would be presented in their complete and unedited form.

In addition to the review itself, each reviewer was asked to rate each book on the basis of a five-point scale: Excellent, Good, Fair, Poor, Very Poor.

The reviewers were instructed that both in terms of their reviews and their ratings of the books, their comments and judgments should focus on the criteria for evaluating textbooks as presented by the Department in previous reports. Hence, each reviewer received a set of the criteria for evaluating textbooks as presented by the Department in previous reports. Hence, each reviewer received a set of the criteria for evaluating social studies books as they appeared in the 1968 study, and also a set of the criteria as they appeared in the 1972 study. *Hence, it was made clear to the reviewers that rather than being a general evaluation of the textbooks, their work was to focus on the extent to which the textbooks fairly reflected the multi-ethnic, the multi-racial, and pluralistic nature of our society.*[1]

Format of the Report

The first three chapters of the report consist of a full description of the study and the background of it, as well as an analysis of the data obtained from the reviewers' ratings. Chapter IV presents the reviews themselves.

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[1]However, it is difficult when reviewing a textbook not to allude to other matters related to the central criteria. Hence, in discussing a textbook's adequate coverage of the multi-racial elements of our society, [illegible] past and present, almost inevitably a reviewer must discuss the book's general "openness," its treatment of controversial topics, its [illegible] assumptions, the quality of its illustrations, its general tone, and so forth. Actually, the criteria presented by the Department in the [illegible] 72 reports encourage textbook evaluators to consider the broader elements of a textbook, as they may relate to the central criteria.

Chapter III

RESULTS AND DISCUSSION

Ratings of the Textbooks

Each of the 18 textbooks was rated by three reviewers; hence, for these books a total of 54 (18 x 3) ratings were obtained. Each of these 54 ratings was either Excellent, Good, Fair, Poor, or Very Poor. When the percentages of total ratings in each of these categories are determined, the results are as follows.

Excellent .	13%	(7 "Excellent" ratings)
Good	37%	(20 "Good" ratings)
Fair	26%	(14 "Fair" ratings)
Poor	20%	(11 "Poor" ratings)
Very Poor .	4%	(2 "Very Poor" ratings)

In other words, of the 54 ratings given to the 18 books, 13% were Excellent, 37% were Good, 26% were Fair, 20% were Poor, and 4% were Very Poor.

Another way of viewing these results is that 50% of the ratings are on the positive side (either Excellent or Good), while 24% are on the negative (Poor or Very Poor), with the remaining 26% in the Fair category.

Degree of Agreement Among the Raters

To what extent were the reviewers of a particular book in agreement among themselves in terms of their ratings? In other words, did the three raters of a particular textbook tend to show a high degree of agreement or a high degree of disagreement in terms of the ratings they gave a book? In order to determine this, the following system was devised:

- If all three of the ratings of a single book were the same (all "Excellent," all "Very Good," etc.), the degree of disagreement for that particular book was "**0**."
- If two of the ratings of the books were the same, but the third was only "one step" away on the rating scale (for example, two "Excellents" and one "Very Good"), the degree of disagreement for that particular book was ranked as "**1**."
- If two of the ratings of the books were the same, but the third was "two steps" away on the rating scale (for example, two "Excellents" and one "Fair"), the degree of disagreement for that particular book was ranked as "**2**."
- If two of the ratings of the books were the same, but the third was "three steps" away on the rating scale (for example, two "Excellents" and one "Poor"), the degree of disagreement for that particular book was ranked as "**3**."
- If two of the ratings of the books were the same, but the third was "four steps" away on the rating scale (for example, two "Excellents" and one "Very Poor"), the degree of disagreement for that particular book was ranked as "**4**."
- If all three of the ratings were different, but the three ratings are contiguous on the scale (for example, one "Excellent," one "Good," and one "Fair"), the degree of disagreement for that particular book was ranked as "**5**."
- If all three of the ratings were different, and one of the ratings was "one step" away from the others (for example, one "Excellent," one "Good," and one "Poor"), the degree of disagreement for that particular book was ranked as "**6**."
- If all three of the ratings were different, and one of the ratings was "two steps" away from the others (for example, one "Excellent," one "Good," and one "Very Poor"), the degree of disagreement for that particular book was ranked as "**7**."
- If all three of the ratings were different, and none contiguous on the rating scale (for example, one "Excellent," one "Fair," and one "Very Poor"), the degree of disagreement for that particular book was ranked as "**8**."

In other words, the higher number given to a particular textbook (from 1 to 8), the greater disagreement among the raters about that book.

In terms of this procedure, the following results were obtained:

0 — (perfect agreement)	— **one** of the 18 books was in this category
1 — (see "1" above)	— **eight** of the books were in this category
2 — (see "2" above)	— **three** of the books were in this catetory
3 — (see "3" above)	— **none** of the books were in this category
4 — (see "4" above)	— **none** of the books were in this category
5 — (see "5" above)	— **five** of the books were in this category
6 — (see "6" above)	— **one** of the books was in this category
7 — (see "7" above)	— **none** of the books were in this category
8 — (least agreement)	— **none** of the books were in this category

If one could consider that the twelve books in the "zero" through "2" categories represent books on which there was a rather high degree of agreement among the raters, then it can be said 67% of the books were rated by the reviewers with rather a high degree of agreement, while in 33% of the cases there was substantial disagreement among the raters.

Comparative Ratings by Educators and Historians

To what extent were the historians who rated the books in agreement with the educators who rated those same books? Are historians more critical or less critical of American history textbooks than educators?

In order to determine this, the reviewers were divided into two groups: one group being the professional historians (12 historians) and the other group being the educators (12 educators). (The raters in the "school board member" and "Clergy" category were not included in this procedure.) From these 24 raters, 48 ratings were obtained. The percentages of ratings for each of these groups was then determined, and the results are as follows:

	Historians (12)		*Educators (12)*	
Excellent	9%	(2)	13%	(3)
Good	46%	(11)	33%	(8)
Fair	25%	(6)	25%	(6)
Poor	20%	(5)	20%	(5)
Very Poor	0	(0)	9%	(2)
		24		24

Although the above procedures seem to indicate that the educators had a very slight tendency to rate the books at the far ends of the rating scale, in general the historians and the educators are in very close agreement in terms of their ratings of the books.

Discussion of Results

The results of this year's study seem to indicate that progress is being made in terms of the criteria included in the Social Studies Textbook Act. Textbook publishers *do* seem to be doing a better job in including the contributions and achievements of minorities in their books, and the textbooks do seem to more adequately reflect the multi-ethnic, multi-racial and pluralistic nature of our society, both past and present.

This judgment is especially justified on the basis of studies conducted in previous years. The 1968 study found that not one of the books in widespread use in the state of Michigan at that time was adequate. In fact, they were, according to the 1968 report, woefully and seriously inadequate in terms of the criteria. Although the rating scale used in the 1973 study was slightly different from the one used in the present study (in 1973 a four-point scale was used: Very Good, Good, Fair, and Poor), hence making it somewhat difficult to compare this year's results exactly with last year's, the over-all indications are the reactions of the reviewers to the books are more positive this year. Last year's results indicated a preponderance of ratings on the negative side (69%) as compared to this year's 24 per cent.

On the other hand, if one were to say that the "Fair" ratings in this year's study do not represent what we would like textbooks to be, then 50% of the ratings in this year's study are in the less-than-good-or-excellent category.

On the positive side, in last year's study only 31% of the ratings were in the "Very Good" to "Good" category: this year 50% of the books are in this positive area.

In short, textbooks do seem to be improving in the regards under consideration here.

As was true last year, the degree of agreement among the raters was remarkably high. This is especially remarkable this year when a five-point rating scale was used, thus allowing for even more disagreement among the raters than last year. However, in terms of the finer points of agreement and disagreement among the reviewers, the reviews contained in Chapter IV should be read in full. In some cases, even though all three reviewers of a particular book seem to be in close over-all agreement about the book, when one reads through their three reviews of that book, numerous finer points of disagreement may be apparent. In considering this study, there is no substitute for reading through the reviews themselves.

Again, as was true in the 1973 study, the professional background of the raters does not seem to affect their over-all ratings. The range of ratings given to the books by the historians was very close to the range given by the educators.

If this study, along with the other studies that have been made, suggest one thing to educators of the state, it is that teachers should avoid using the textbook as a single source of information. Of course, the textbook publishers would themselves say this; that is, that their works should be considered as only one reference work in a course of study. Unfortunately, it is probably true that many, if not most, teachers still do rely almost exclusively upon the single textbook and students are referred to additional reference sources all too infrequently. This is especially lamentable since quantities of excellent supplementary materials are readily available to teachers, if only they would use them. It would seem, then, that a major focus in social studies, and other curriculum areas as well, should be on efforts to encourage teachers to "get away from the textbook" and to use the excellent and abundant trade books that are available (or should be available) in school libraries, newspapers and magazines, and primary source materials that may be available in the community. Further, when textbooks and other materials are chosen for classroom use, these materials should be chosen on the basis of the teacher's objectives.

Chapter IV
THE TEXTBOOK REVIEWS

15/16

Addison-Wesley Publishing Company
People In America, The Taba Program In Social Science
Kenneth G. McVicar and
Patricia Hardy, 1973

review...1

The reviewer was somewhat handicapped in his approach to this fine book because the teacher's edition, which sets forth a rationale and instructional guidance, wasn't available to him. The publishers did provide a helpful booklet describing the approach used in their Taba Program in Social Science, this being Book Five in an upward scholastic progression, which declares that the general aim of the series is to develop generalizations "usually universally true for all cultures" rather than to teach content. While one might quarrel with the pedagogical implications of such an aim, it would seem more appropriate to comment on the picture of American life, past and present, that emerges from this book and to relate that to the aims of the Michigan Board of Education as set forth in the Social Studies Act.

Designed for the middle grades, *People in America* begins with a view of contemporary life as perceived by individuals of diverse ethnic, racial, cultural and class backgrounds, usually speaking from a family context. Using a similar approach it proceeds to examine American beginnings, wars of independence in the United States and Mexico, the Civil War, and concludes with a section on American mobility, voluntary and otherwise, which has no specific time focus as it ranges from the Cherokee "trail of tears" in the 1830's through the present-day flight to suburbia. From the standpoint of substance, as well as of reader impact, this section contains some of the best work in the book. The conversational, first-person style of narration, which smacks more of anthropology, sociology, and the psychiatrist's couch than of history, is well designed to advance the perception of diverse value and attitudinal stances, one of the primary goals of the book. When the authors depart from this approach, as they do in the section on eighteenth century slave conspiracies in Virginia, the reader's interest dips sharply.

The historical dimensions of the book present a picture of America that is clearly polyethnic, multiracial, multi-religious — in a word, pluralistic — from its very inception. America is a palimpsest of black, white, yellow, red and brown; of pueblo, metropolis, Main Street, ghetto and farm; it is Protestant, Catholic and Judaic. The evocation of the Indian religious spirit in the section entitled "Red Power" is impressive. It would be difficult to quarrel with this book from the standpoint of the Social Studies Act.

Despite its generally excellent treatment of ethnic, racial, and religious diversity, one must enter certain demurrers. Considerable attention is given to the Black presence, yet in the introductory section on contemporary America, the Knight family of Detroit seems hardly representative. Its values are scarcely distinguishable from White middle-class America. Race consciousness is nowhere evident. Discrimination is noted only in a passing reference. There is no mention of Detroit's racial explosion in 1967. Finally, the family migrated from Mississippi, where the grandfather owned a plantation! Again, in a section dealing with the Great Migration northward throughout the twentieth century, the first mention of race riots is 1943. The narrator of the Great Migration, a migrant from Louisiana in 1909, refers to H. Philip Randolph and the Chicago Defender but offers no awareness of Marcus Garvey or the NAACP.

Clearly the most significant achievement of the book is its depiction of America's treatment of its minorities — racial, ethnic, or religious. There is little glossing of barbarities. The authors clearly stand with the minorities, yet there is no tendency to exaggerate. The treatment of Japanese internment during World War II, with an effective blending of illustration and text, is superb.

From the standpoint of format this is an attractive book. The type is boldly readable, the margins are

generous, and the illustrations are numerous and usually pertinent, with appropriate captions. Most of them are in color. Occasionally there is a two-page spread of pictures without caption that one finds a little difficult to orient with the text. Place orientation is effectively advanced by the liberal use of strategically placed maps of distinctive coloring and a judicious number of place names.

I can't conclude without saying, despite the reservations noted above, that this is an impressive social studies text. I would applaud its use in Michigan schools.

Rating: Good
Reviewed by Historian

review...2

People in America is a social studies resource book to accompany learning activities found in a teacher's manual. This book is not a chronological history, but rather "a study of selected groups of people living in selected times and places — all of whom made their particular contributions to American life. The focus is on real people and the forces influencing their behavior both now and past."

Given these paramaters, it is this reviewer's opinion that *People in America* is an excellent book. It more than meets the criteria set by the Michigan State Board of Education in terms of inclusion of material that reflects the multi-ethnic, multi-racial and multi-religious character of our society. This book has excellent art work and is well-organized around its organizing principle. The Taba Program is a process program wherein each learner is taught skills to process information and acquire knowledge.

This book does an excellent job of reflecting the multi-ethnic, multi-racial and pluralistic character of our society, both past and present. It is about people, American people, as they trod freedom's road in search of the elusive "American Dream." It is rather unique in that the authors have used a retrospective technique to tell their story. They begin by introducing the reader to six families who are coping with life in America today. They introduce you to the Wheelers, descendants of America's first European immigrants; the Knights, an upwardly mobile Black family; the Torreses, a Spanish-American family which had survived the trials and tribulations of being a farm family; the Lules, an Indian family still living on ancestral lands; the Swensons, who represented the late nineteenth century wave of European migration; and the Wongs, an upper-middle class Chinese-American family. After establishing these six representative tributaries that make the river called America, the authors take the readers back to some of their sources.

This book graphically illustrates that in the beginning the Indians were here. Then came the Spanish, Africans, French and English. It describes how the Spanish and Indians interacted in the New Mexico colony. The authors also described the development of Massachusetts colony and how the English and Indians interacted and came into conflict over land use. The Virginia colony was shown in an advanced stage where the threat of Indian attack was almost non-existent. The colonists' primary concerns were relations with the mother country, greater utilization of the land and the problem of slavery. In each of these segments, the writers tried to focus upon people, their customs and their efforts at survival.

In the section on Virginia colony, there is some discussion of slavery and why Blacks would not be content with their perpetual servitude. And then there was a chronology of slave revolts. This seemed to be out of place and perhaps should have been placed in the chapter on "The Slavery Question." We feel that it would have given the chapter on slavery more impact.

The section on "America in Revolt" employed an interesting and laudable concept. The authors viewed both the English colonist and the Mexican colonist as Americans. They compared and contrasted their wars of independence.

The section on Americans divided was excellent in terms of giving the reader a feeling of how young people lived in three sections of America: St. Louis, Missouri; Lowell, Massachusetts; and Charleston, South Carolina. Moreover, it showed how people felt differently about the important issues of the day and the harshness of life.

The authors did an excellent job in dealing with slavery. We do wish, however, that they had given some consideration to the free Blacks of the South. The section on the Civil War was concise and was written with a minimum of sabre rattling.

The final section of this book was called "America on the Move." It served to suggest that our inability to solve some of our problems caused us to seek solutions that created problems for ourselves and others. This section contained segments on "The Trial of Tears;" "The Mormon Trek;" "The War with Mexico;" "Jews in New York;" "The Great Migration;" "The Japanese Internment;" "The Hell People;" "La Raza;" "Red Power;" and "Migrations to the Suburbs." On the whole, this section was well-

written. Hopefully, the young people who read this part of the book will begin to see how important it is for individuals and nations to accept the consequences of their actions and rectify wrongs.

This is not a traditional social studies book, but it is sorely needed to fill an educational chasm. We hope that these books will be used not only in the cities but also in the suburbs. Learners in the suburbs need this kind of non-threatening exposure because they may never come face to face with some of these problems. Moreover, they will be voters and will have to vote on issues reflected in this high school history program and, hopefully, they will vote from a basis of knowledge as to what is best for the common weal rather than from fear.

Since this book is built upon the theoretical framework of the late Hilda Taba's research and development, it seems imperative that there be some discussion about in-service training for teachers in a school district contemplating adoption of this system. Not only will teachers need cognitive and affective inputs, they will need some knowledge of the inquiry method in social studies, and questioning strategies; also, some knowledge of Flanders' Interaction Analysis and its implications for classroom teaching and learning. In this system more than any other, the teacher's knowledge and skill are critical to the learning process and student growth.

Rating: Excellent
Reviewed by Educator

review...3

People in America is thorough, authoritative and inclusive. It reflects an in-depth examination of the nature of our multi-racial, multi-ethnic, and pluralistic society.

The illustrations are, in many instances, depicted in full color and are excellently chosen. It does appear, however, that the majority of these illustrations are oriented to the older child.

The narrative is clear and concise. At times the narrative appeals to the emotions so intensely that one could easily be dramatically moved to tears. The affective domain is focused upon and there is much examination of the student's own attitudes and feelings. This is accomplished by some very skillful questioning techniques.

Each unit deals with one or more basic generalization. Since this text is process-oriented, rather than content-oriented, the emphasis is upon teaching the student generalizations which would inherently provide him with ideas that would enhance his learning long after the text is closed. Though many subjects are introduced, there is a consistent concentration upon understanding the generalization. Instances where the student is required to regurgitate dates or other factual material are minimal.

The reviewer is favorably impressed with the systematic presentation of developmental map skills as they are presented here. The many questions that are asked of the student represent an earnest effort to *in*quire of the student rather than *re*quire.

The use of case studies to present material and information is an excellent way to gain and keep the attention of the middle-school aged child. He can identify with the joys, sorrows and many day to day experiences of the family or persons used in the case study. One real example of this would be the second chapter, "The Knight Family." As many students have travelled extensively, most of them could relate to this family which lives in Detroit from first hand experiences. Whether or not the related incidents or environment of the Knight family is identical to the reader's is irrelevant. As a matter of fact, the mere revelation that here is another family living very close to "me" which is entirely different could well be enlightening for students.

People in America is exhaustive in discussing the early American Beginnings in the second unit. The discussion of the Africans in Africa, for example seems complete. However, the reviewer could not help but expect this chapter to show more linkage to American soil and early beginnings.

Student involvement does appear to be a product we are left with as one uses this book for supplemental studies of America. As with most texts, it would be tragic to attempt to use this book as a sole source in the classroom.

Rating: Fair
Reviewed by Educator

Allyn & Bacon, Incorporated
The Making Of Our America
The Metropolitan Community
Educational Research
Council of America,
Social Science Staff
1970

review...1

Some of the failures of the social science program drafted by the Social Science staff of the Educational Research Council for the third grade level student may, charitably, be assumed to flow from over-ambition. The two-semester program comprises an historical text, *The Making of Our America*, and a polyglot social science offering, *The Metropolitan Community*. Granted, every author must be the primary judge of the content and organization of his work, but when the organization conditions the content so severely as to defeat other valid purposes — namely, the presentation of a full and accurate historical overview and one which truly reflects the extent and benefits of our pluralistic society — then it becomes a proper subject for scrutiny, especially by those charged with the selection of texts for the schools.

The attempt to present the sum of American history, however abridged, in one semester is disastrous. The authors included four episodes: exploration and colonization; creation of the republic; the westward movement; and industrialization. Chronologically, all but the last few pages represent pre-twentieth century American history. How can anyone seriously suggest the America of the intended readers was completely forged by the early 1900's? Nowhere in the series, which extends through the seventh grade, is this deficiency remedied. Even allowing for the episodic distribution, the treatment accorded sub-topics is curiously skewed. There is a full dress review of the French-Indian War, down to Wolfe's injured wrist and the deathbed scene, yet the Civil War is tersely described in a few paragraphs. The section on the westward movement omits mention of the Mexican War but includes a short chapter on the "empty" land in northern Canada. Might one infer that the authors are embarrassed by expansion by conquest but nevertheless hunger for another potential United States frontier?

One can appreciate the attempt of the authors, in *The Metropolitan Community*, to focus on the urban environment and to utilize with continuity some of the concepts presented in the historical text and still be dissatisfied with the placement of this volume. Might it not have been more consistent to incorporate it into the second year program which focuses on the study of communities and includes volumes such as *An Historical Community*, *A Rural Community*, and *A Steel-Making Community*? The major objection, however, remains its displacement of recent American history. The authors, in seeking to do too much, have actually done too little.

The historical accuracy of *The Making of Our America* varies. It is refreshing to see the Loyalists of the Revolution portrayed as representing diverse classes. It is distressing to see a garbled version of the Declaration of Independence — what appears in the format of a direct quotation is incorrect in both wording and punctuation; moreover, the charges in that document were levied against the King, not against the British government generally. The latter would have constituted an admission of Parliament's authority over the colonies, which was a major point of contention. Accuracy also suffers at times from the implications emanating from the text. The opposition to slavery in the West is viewed totally as a morally-instigated sentiment rather than as one which had strong economic roots. Again, we are told that Lincoln freed "most of the slaves" during the Civil War. Finally, accuracy suffers from inclusions and omissions which seem to reflect the values of the authors. There is a commingling of consensus, manifest destiny, and Protestant ethnic views of American history which homogenize the results and depict virtually whatever happened as best. Thus, everyone was happy with all the "good agreements" that Washington made; why then was Jay's effigy so roughly handled and why did political parties arise? Industrial development, according to

the Teacher's Guide, was the sole factor in forging our position of world leadership and, textually, brought only onward and upward progress.

Both volumes fail to present an adequate, integrated view of the cultural pluralism of the United States. Some effort to do so has obviously been made, but the end product is still Wasp history with a few appendages; indeed, the authors persist in using the term "Anglo-America" rather than the United States. Among the minorities, Blacks receive the most attention. The names of Black participants in the course of American history are inserted into the text or, failing this, into the homework assignments. Nowhere, however, do the authors come to grips with the concept or the roots of racism in American society. Slavery in the colonial South is discussed from a "southern" and a "northern" viewpoint; while skewed in favor of the latter to some degree, it still appears as if there is an open moral choice to be made. The failure to deal with racism leads to an ambiguous and misleading view of the treatment of Blacks in the north, and later the west. Were Blacks in these areas really free men, with all that freedom connotes? Virtually nothing about Blacks after the Civil War is included. Faced with this immense gap, the student is later told in *The Metropolitan Community* that Blacks are now treated badly "*because* they had once been slaves." Is this not viewing a symptom as a cause?

The initial view of the American Indian as noble and culturally diversified is encouraging, but the reader soon finds helpful Indians turned into unfriendly savages. The acid measure of the authors' sensitivity to the Indian is their portrayal of the westward movement. They define it as the story of the pioneers and, in four chapters, Indians are mentioned but eight times, and only twice in a distinctly positive sense. There is absolutely no attempt to explain the sources of conflict between Indians and Whites nor to portray the tribulations visited upon the former in consequence of the westward movement.

Chicanos fail to receive a single mention (*The Metropolitan Community* defines discrimination only as anti-Black) and women appear only in the usual stereotypes. The depiction of the immigrant is a curious mixture; both books relate the physical and cultural difficulties experienced by immigrants. Yet, what emerges is a generalized mass of humanity contributing mainly to the growth of the festering slums rather than streams of very different people who have contributed positively to the society.

Rating: Poor
Reviewed by Historian

review...2

This two-volume study is aimed at the third grade reader. In many respects it is an advance over other works in this area. The narrative is usually clear and there are colorful pictures to both enlighten and capture the elementary school student's interest. Most notable in this respect is the second volume which has pictures of city life which perhaps more than the narrative itself seem to capture the diversity and sometimes agony of the situations that many Americans must live under.

But if there are benefits to these volumes, there are also some drawbacks. Throughout these readers the authors make some effort to deal fairly with minority groups — Indians, Blacks, Chicanos — and in some measure they succeed. Black leaders such as Frederick Douglass and cowboy Nat Love (Deadwood Dick) are both illustrated and discussed. Yet, in an opening dialogue between the Pilgrim leader William Bradford and an Indian they have the Indian speak in the broken English familiar to most television viewers, a manner of speaking which has little historical backing and which serves in measure to stereotype Indians for the remainder of the volume. However, the general discussion of Indians is handled with some sensitivity. The authors do not lean over backwards to whitewash our history while demonstrating that settlers disrupted and destroyed Indians and their way of life. The approach itself is combined with questions directed at students as to why this was the case, and the authors are critical of American policy which led to such destruction.

Running throughout the narrative is also a critique of American life styles. Slavery is condemned, and the authors write of slums, "In the slums, too many people have to live in the old houses . . . Some families do not have fathers to work and earn money." (Vol. II, p. 81) Perhaps in this section, the authors' faith in urban renewal reveals itself in what many may consider an over-confident way. But here, as in other areas of the narrative, they allow room for different points of view. Furthermore, in the general discussion great American giants, such as the founding fathers, appear more as men with frailties rather than the larger-than-life legends that they often become in many treatments. In this same vein, in a section entitled "Governments are not perfect" in volume two the authors get at the crux of what I mean. The narrative reads, "But governments are made of men and women. Men and women are not perfect either! Sometimes people in government want to take away other people's freedom. They have great power. If they have all the power of

government, they may use it badly. Government must be controlled. That is the most important rule to remember about government!" These remarks are no doubt intended to have profound impact on young minds and some parents will, of course, be offended, but such remarks are certainly provoking to minds of every age and provide valuable discussion materials for the teacher.

The volumes, nevertheless, are not free from historical error. In one interesting and valuable treatment of slaves as immigrants in comparison with the immigrant nation that the United States is, the authors state that slaves were American citizens, a fact which the courts never recognized (some state courts did) and which the Dred Scott decision denied. The dilemma of citizenship could have been explored without burdening the third grade reader.

In the discussion of both the settling of America and in the urban arena due consideration is given to the minority role. Blacks are said to have been important settlers of the western frontier, a fact sometimes overlooked in more sophisticated texts. It is made clear, as well, that if our modern cities are to be improved, then we must first grapple with the ways minorities are treated, for their treatment holds one key to the way many others of us are treated, and to the American dream itself. Again, parents and teachers may quarrel with this approach, as they should, but it is not presented in isolation and serves as a genuine attempt to get students to think rather than just to memorize historical facts.

Rating: Good
Reviewed by Historian

review...3

The Making of Our America was obviously written for students in the elementary grades. The authors, it seemed to me, used this fact to uncomplicate history. In the process they have made American history unrealistic.

The authors have made a conscious effort to include some minorities, the Indians, of course, simply got in the way of predestined progress and Blacks did something too, seems to be the contention throughout.

The textbook devotes one short chapter (14 pages, 6 of which are pictures) to Anglo-America before the Europeans came. Only three pages, plus two pictures, are devoted to the American Indian. No theory is advanced about why or how the original Americans came to this country because "it is too long ago — no one remembers." The book then briefly defines Plains Indians, Basket Weavers and Woodland Indians, and finally concludes the discussion of Indians with:

> "By and by, the Eskimos and Indians forgot about Eurasia. The people of Eurasia forgot about them. Great oceans cut the Eskimos and Indians off from the rest of the world. They were forgotten for thousands of years."

With that the student is ready for "Brave men come to the new world."

At no time were the Indians depicted as realistic people with complete personalities, cultures or nations of their own. They were depicted as naive (sold Manhattan for $40 — "what a bargain" — p. 57). Occasionally, Indians were depicted as helpful (to the Puritans, to the French fur traders and to Lewis and Clark). Sometimes they were shown as good fighters and often in need of enlightenment by the good missionaries.

When any sensitive discussion of Indian reactions are appropriate the authors avoided the opportunity by inserting thought provoking questions without enough supporting material for a student to reach a logical conclusion. For example:

> "Many British settlers started to move west. They wanted more land. The French asked their Indian friends for help. They said that the British settlers would drive away the animals. This would spoil Indian hunting grounds. The French told the Indians this again and again. Finally the Indians decided to help the French. Together they would drive out the English settlers."

Questions:

Why did the French want the Indians to help them?

How did they get them to help them?

Were the things they told the Indians true?

A child with any imagination could think of several possible answers to these questions. The questions were not discussed in the text.

Other examples impute bravery to Europeans, i.e., "Washington was a good soldier." "Braddock was a fine soldier." The student gets the impression that it would be only a matter of time until these English gentlemen drove the French and the Sneaky Indians (who hid behind trees when they fought) away so that good English people could continue the move west.

The authors made a somewhat more ambitious attempt to depict Blacks as having contributed a small part in building Anglo-America.

On page 30 of the text we are told that the United States and Canada are called Anglo-America because most of the people speak English. Mexico is part of Latin America because it was settled by people from Spain. With that, the Spanish ceased to

have any significance in the development of Anglo-America.

After the French-Indian wars the French either died out or moved to Canada near Quebec where "many people still speak French."

The Indian occasionally protested the taking of his land, but the reader never is told exactly what did happen to him.

There is a fairly lengthy discussion or apology for slavery. Some of the questions at least could be used to develop in the student a good insight of the evils of slavery. However, like many other books, after the Civil War the Black is almost ignored, so the problem of Blacks and slavery ended with that conflict. There is some evidence that Black people existed after the Civil War, "they moved to the cities to work and make the cities big."

I must confess that this is the first elementary textbook I have read since leaving elementary school. If, however, this is the caliber of textbook used in America, we are going to be faced with problems for generations to come.

The Metropolitan Community is to be used, I would assume, with *The Making of Our America*. It is in some ways a better book, but still boils issues down to such simplistic terms that one does not get a realistic picture of what a metropolitan community is, or how it functions.

The transition from rural to urban society as depicted in the text gives the impression that this was a smooth transition, and beneficial for all people concerned. There is no mention at all of the struggle for the working man. No mention at all of the terrible conditions for children who worked in factories or mines.

When reading, one is given the impression that everything was rosy. The industrial revolution produced farm machinery and this allowed those farmers to produce more crops, thus eliminating the need for so many farmers. Those surplus farmers then moved to the city to help make farm machinery for those who remained.

One of the things that struck me was the fact that Blacks are classified as immigrants along with Irish, Italian, etc., without enough information given about the differences involved in this immigration.

The photographs in the book show the Black Americans in a more realistic light. The text of the material, however, has no relationship to the photographs. Also, one is struck at the complete absence of any identifiable photograph of the second largest minority, the Chicano. I was unable to identify a single picture of a Chicano, and no Indians of the native variety.

On the whole, I would have to state that this is a most disappointing book. I would not want a child of mine learning from it, and would hate to imagine other young people learning from it.

There also seems to be favorable propaganda for urban renewal — the book states it's a way of ridding the cities of slums — but there is no statement or reaction as to where the people go while the renovation is going on. There should, I think, be some mention of the people who are displaced by urban renewal and the particular problems faced by those who happen to be in the way of the urban renewal planners. Perhaps, as with the Indians, they presumably disappear into nice little places in the suburbs.

I felt this was a most disappointing book.

Rating: Very Poor
Reviewed by Educator

Allyn & Bacon, Incorporated
The People Make A Nation
Martin W. Sandler,
Edwin C. Rozwenc, and
Edward C. Martin, 1971

review...1

Textbook publishers have not improved their product much since I was a child. Texts still have pretty but small pictures, some in color. Authors urge the reader to think and to form opinions on selected issues. Books show both Blacks and Whites, but rarely in the same picture. They include primary source materials usually excerpted from the writings and speeches of "well-known" or "famous" Americans. They have smallish print (or do my bifocals need adjusting?) and lots of words for the reader to read. Maybe not all of the new textbooks have these qualities, but the Allyn and Bacon test, *The People Make A Nation*, has them and more.

Perhaps the size of the book is the thing that overwhelmed me. I can remember carrying my algebra, English, and history books between classes or between locker and class when I was a high school student. The history book was always the biggest. This one is bigger than any in my memory. The publisher notes that the four sections of *The People Make A Nation* are available as individual paperbound units. Maybe physically separating the pages of print would make them seem less awesome.

I will readily admit that *The People Make A Nation* is a scholarly, well-written document. Its selected facts are accurate and well organized. They just seem to be the wrong facts poorly presented. The book comes through as a series of depersonalized accounts of events heavily slanted toward political interpretation. Certainly the politics of the nation are historically significant, but the roots of the political decisions need explanation in terms of people. The title of this book is a real "fooler." It would have been more reflective of the text as *Selected Political Events Make A Nation.*

The contributions of the multi-ethnic, multi-racial, multi-religious Americans are scarce to non-existent. By page 30, the authors have already divided the emerging nation into English and non-English colonials. They continue to keep them separate.

Section I, "Founders and Forefathers," asks, "Who are our founding fathers?" This section classifies them as European immigrants who arrived during the nineteenth century. The authors, however, hasten to append some Chinese ("We must not overlook . . .") and Mexican-Americans. Jews are not mentioned, but the "sweatshop girl" is.

The eighty pages dealing with the constitution, Section II, "Government by the People" seems to be the authors' labor of love. They warm up to their subject and include some good material on the persistence of historical issues and comparison of interpretations. Unfortunately, the historical issues and interpretations are wholly political and completely neglect all but the conventional concepts of the writing of the constitution. This section would leave the reader with no idea of the pluralistic nature of those times.

And so the book continues. In Section IV, "Slavery and Desegregation," the traditional depiction of slavery is presented. Pictures in this section are idealized and scarce. The story of Blacks is superficial and impersonal. No leaders are mentioned; Blacks are a faceless mass.

American Indians are mentioned briefly on pages 9, 24, 26, 31 and 48. There are no pictures. All of these references are brief portions of paragraphs noting the presence of Indians or the reactions of "settlers" to them. On pages 664-666, Indians are listed as part of the poverty problem existing in this country today. A photograph of two Indian children in desert terrain is included.

Mexican-Americans get three pages, a folk song,

and two pictures out of 721 pages. The text says that "Next to the American Indians, the Mexican-Americans have the oldest history in the New World." I wish some of it were included in *The People Make A Nation*.

The book is non-discriminatory in its portrayal of minorities. For example, women don't get any more space than the other groups. They aren't in any more pictures either. History is again seen as created and lived by men.

I cannot recommend this book as one which gives a multi-ethnic or pluralistic view of American history. Its inclusions of minority groups and their contributions to the past history and present happenings of the United States are insufficient, inadequate, and feeble. Intelligent, thinking young adults will note the definition in the margin of page 61: Jargon is confused talking. They will surely recognize the jargon in this book.

Rating: Poor
Reviewed by Educator

review...2

The People Make A Nation is a history text which exemplifies the current trend away from the traditional chronological narrative. The book reflects the discovery techniques emphasized by advocates of the new social studies. Throughout the eight units, students are presented with primary and secondary sources, historical fiction, and various types of visuals from which to make inferences and to posit conclusions about events in American history. Additional selections are designed to encourage students to distinguish between fact and bias, and to understand the role of values in influencing opinions.

Throughout the text, continuous emphasis is placed upon sources which depict representatives of many different cultural groups. For example, the material on early America is not limited to the role of former Englishmen. Space is also devoted to Indians and enslaved Blacks, as well as non-English settlers.

This theme of cultural pluralism continues through the ensuing eras. The experiences of immigrant groups are presented through a good selection of photographs and actual writings of immigrants. The failures and successes of those newcomers who sought to climb the American socio-economic ladder are well presented, and include a noteworthy excerpt from the work of Pulitzer prize-winner Oscar Handlin. There are passages relating to the experiences of Mexican-American migrant workers, as well as an account of Black Americans who move from the rural south to a northern city.

Much of the source material presented in the unit, "Race, Poverty, and Youth," is of outstanding quality. There are sources which are forthright in their focus on the problems of racial adjustment and in their display of the multiplicity of opinions in Black society. The effects of poverty on Appalachia, Mexican-Americans, Puerto Ricans, Blacks, the aging poor, and Indian-Americans are examined, as are proposed solutions to poverty problems. The quality of the unit is enhanced by including writings by and about students and youth in general.

In the sources on Progressivism and the New Deal, the authors have included material on the growth of the women's rights movement, as well as examples of conflicting opinions about Black participation in the New Deal.

Careful selection of sources to represent varying viewpoints is evidenced in the section on "Slavery and Segregation." In that unit, students are encouraged to draw their own conclusions about the nature of slavery by reading dissimilar descriptions of slave life, and by examining pictures of slaves in varied circumstances. This technique is also utilized to present an opportunity to compare the philosophies and leadership roles of Booker T. Washington and W. E. B. DuBois.

Some criticisms of the book must be made despite its many fine features. The role of the United States on the international stage could be depicted better through selections which reflect more current positions in international affairs. The judicial cases in the unit on government have value, but they do not have as close a relationship to the problems and accomplishments of today's minorities as others which could have been selected. The authors sometimes overgeneralize about past events, and omit large segments of the American past.

Often, the roles of various groups are underemphasized. There is, for instance, no mention of Jews or Roman Catholics in colonial America, and the settlements of the Spaniards are relegated to a few brief sentences. Neither is the material related to Indians sufficient to convey the diversity of Indian culture that existed. The section on abolition tends to maximize the role of white male abolitionists to the disadvantage of both Blacks and women. This is also noted in the section on Reconstruction. The variety of religious groups that shaped the nation receives little emphasis.

In the section on the development of the American political system, pictures of political life are presented so that students can easily infer the white male orientation of politics, especially in the

nineteenth century. However, the authors miss the opportunity to include written material which would show that, while political democracy was being broadened in the antebellum years for white males, it was being curtailed or denied for Blacks, and did not extend to women.

It must be noted that what is included in the book does reflect the nation's institutional growth, and, to a large extent, the pluralistic nature of American society. The authors are to be congratulated for developing a text which employs the inquiry technique, while depicting the attempts of various groups to define and cope with American pluralism. The book is attractive in format, and, together with the manual, should be helpful to the teacher in arousing interest in the study of American history.

Rating: Good
Reviewed by Historian

review...3

The format of *The People Make A Nation* is unique and provides an excellent method for stimulating interest as well as student questioning and decision making. The text is divided into inquiry units which can be selected as single units depending on student needs or the volume can be utilized as a comprehensive text. In either case, the student expands and enriches his own interests and needs. A single topic is discussed at one time on a continual timeline as opposed to the total volume with a continual timeline. There is no limit or boundary as to how much depth a student can go into on any one topic. The instruction is all student centered with the instructor acting as a resource person. The first-hand accounts and comments from historians and journalists provide opportunities for the reader to draw his own conclusions. It is unfortunate, however, that the historians appear to be "middle-class, mainstream" oriented. Some of the first-hand accounts, especially those pertaining to minority groups, offer little stimulation for ethnic pride.

The opening statement in this text mentions only as incidental that people existed in America prior to Columbus' discovery of this continent. It alludes to the fact that they were unimportant and unworthy of further mention. Columbus gave them the name Indians. Their culture, life styles or civilizations, developed throughout North, Central, and South America are completely omitted. The only indication of their existence is based on a poor picture depicting an Indian village. Culture is mentioned in that it clashed with the culture of the Europeans, the result being the creation of a new person — "the American."

> "Once the Europeans came to America in significant numbers, the Indians' days were numbered. The European cultures clashed with those of the Indians, and in the end the Europeans, with their superior numbers and technological advances, won the battle for the land of America."

It appears that only the Europeans or their descendents contributed to the building of America. The fact that the Indians were excellent farmers and that the crops were important to the survival of the English settlers merits two sentences only as an afterthought.

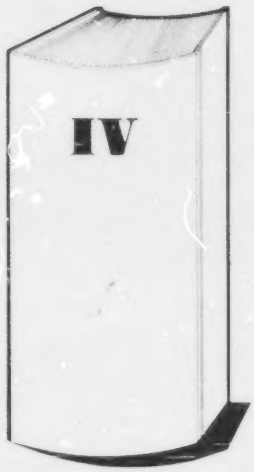
Minorities should have been discussed in a cross socio-economic manner rather than exposing students to one excerpt from one member of each stereotyped classification. The only minority treated adequately was the Black minority. The concept of America being the melting pot for all races and ethnic groups alludes to the idea that in order to be an American one had to abandon or negate his rich culture and heritage and conform to a basic culture or philosophy "main stream." The authors deal with minorities only in their assimilation to the white culture.

The Mexican-Americans, the nation's second largest minority, is not mentioned until the mid-twentieth century. Their contribution to the building of America was only as a source of migrant harvest labor. In all of 710 pages this minority merits six pages of reference and the implication is that all Mexican-Americans come from Mexico as migrants to do field labor.

The other topics or units are treated most effectively; government, politics, the machine age, America as a world power and youth; however, under the Reform movement unit, two topics, environment clean-up and women's suffrage, are discussed very briefly. These are two topics which have changed the United States greatly, yet are practically omitted.

In summary, *The People Make A Nation* is an improvement over many texts in presenting data on American history. The authors attempted to provide objective historical accounts for the reader to make his own conclusions and judgments However, insufficient in-depth historical data was lacking to accurately understand the total contributions of minority groups to the making of America.

Rating: Fair
Reviewed by Educator



American Book Company
History: U.S.A.
Jack Allen and
John E. Betts
1971

review...1

Jack Allen, past president of the National Council for the Social Studies, has written *History: USA* with John Betts, as an eleventh-grade text. He calls it "the ledger of a nation" and "the chronicle of a new way of life." In spite of some innovative efforts, *History: USA* remains at best a "ledger" and a "chronicle" of traditional issues and events. "It completely develops the basic record," as John Betts puts it; or as Allen summarizes Chapter Two: "much of the story told . . . is noncontroversial and incontrovertible." Allen and Betts devote 8 pages of appendices to lists of vice-presidents, cabinet officers, Supreme Court justices and speakers of the House, but only 5 pages to the arts (television is given 4 sentences) in 264 given to the twentieth century in Section Seven. Both authors recognize "the problem of lagging student interest." They try hard to make traditional history palatable with colorful photo essays, student projects, and references to ethnic diversity, but their text remains traditional.

Allen and Betts describe *History: USA* in their opening sentence as "a penetrating, ethnic study of American history." They observe that "all Americans are immigrants;" and that "the history of the United States — more so than any other country — is a history of its people." Yet such unspecific phrases as "many peoples, many cultures, all Americans" seem to sum up their concept of cultural pluralism. For example, they describe Native American migrations and lifestyles in Chapter One, but include in their discussion undeveloped observations that "these people were of Mongoloid origin," and that the Iroquois Confederation comprised five "intelligent tribes." They rely on unsupported adjectives to evaluate relations with whites — using phrases like "especially revolting" and "died horribly" without a single example to permit students to arrive at such conclusions. Similarly, Native American contributions to agriculture "would total more than several dozen items," but none are named. Poles, Italians, and Greeks are indexed only to a paragraph implying that the "greatest mass migration in history" resulted from America's establishing a "representative government based on a flexible, written Constitution." Robert La Follette is indexed nine times; Fiorello La Guardia not at all.

Black people receive greater mention, but often in the context of a "problem" for whites. The earliest mention (on page 5) conveys a tone frequently repeated — "Europeans and White Americans brought *the Negro* from Africa" (my emphasis). "Cultural Contributions" are indexed but lead to two sentences mentioning Jupiter Hammon, Phyllis Wheatley and Benjamin Banneker. While traditional Black figures like Frederick Douglass, Booker T. Washington and George Washington Carver are mentioned, men like W. E. B. DuBois and Carver receive less than a sentence. Washington has two sentences in the text, Douglass four and Harriet Tubman three. Recent civil rights demonstrations are mentioned frequently, and nineteenth-century militant David Walker is named, but Marcus Garvey and Malcolm X are not. Nor is there reference to CORE, SNCC, the Black Muslims or the Black Panther Party. Black people speak no words in the text, though Washington's sentence on "agitation of questions of social equality is the extremist folly" and a sentence from Martin Luther King's "Letter From Birmingham City Jail" are included in student exercises.

Allen and Betts feel that art and photography can make traditional history a vivid and "enriching" experience for high school students. They have inserted visual essays on significant individuals like Washington and Jefferson, and they have scattered illustrations on almost every page.

Often these illustrations are paintings by major artists like Gilbert, Stuart, Winslow Homer, and John Sloan. Teachers with some background in art history will find these aids invaluable. They show a real concern for cultural issues, and when they come in the context of infrequent chapters on American culture the book develops outstanding presentations.

John Betts' "Teacher's Manual" stresses the importance of student involvement in the past. He recommends audio visual materials for many chapters, as well as bibliographic aids, and he explains the "Historical Laboratory" which completes each chapter. This Laboratory provides a variety of projects for individual or class use. These are arranged under headings "Toward Human Progress," "The Importance of Ideas," "Exploring History Through Current Events," etc. A section on "Divergent Thinking" asks students to respond to "What if" situations. A section on role playing offers some impromptu theatre suggestions.

The manual offers suggestions for honors programs and "student-centered" classrooms as well as basic materials "for the slow reader." The honors program, for example, offers advanced students opportunity to discuss the Vietnam conflict.

All in all, *History: USA* must be classified as a traditional eleventh-grade text. The story unfolds as Americans identify with the doings of the national government and its leaders. Cultural and regional pluralism fade as the scene opens on Gunnar Myrdal's discussion of "The American Creed" and Allen and Betts raise their basic questions: "How was this creed achieved? How did Americans create these unique ideals?"

Rating: Fair
Reviewed by Historian

review...2

History: USA is a chronological, traditional eleventh-grade American history text. Let us examine the text in terms of its strengths and weaknesses.

Strengths:

1. The suggested student activities are good. Many historical questions, asking the student, if you were . . . what would you do, place the student in that historical period.
2. The historical sequence ladder and the vocabulary lists at the end of each chapter allows the student to think of important events in sequence, gaining the necessary historical terms. Vocabulary pertaining to minority groups are mentioned at the end of a few chapters.
3. The teacher's guide contains some fine resources, such as audio-visual aids, map skills, and a bibliography, many of which pertain to minority groups.

Weaknesses:

1. The textbook is very traditional and authoritative in nature. Although it asks the students what they would do in a particular historical situation, there seems to be no concern for the viewing of history as interpretation, by weighing the events through the use of primary and secondary sources and arriving at their own conclusions.
2. The text is written totally from an Anglo-American point of view. Minority views are almost non-existant throughout the book.
3. The discovery unit stresses a multi-nation involvement in the settling of America. After the colonial period, these groups and their influences are almost totally ignored.
4. In dealing with the American Civil War, although a great many pages are spent on the subject, it comes across as a fight for and against slavery. The other theories that caused the war are not very well developed.
5. The natives of America, the American Indians, receive a very casual treatment in the book. The Indian is dealt with not as an American, but as an outsider, and their current problems are totally overlooked.
6. Although the period of immigration is dealt with historically, the immigrants themselves are not emphasized, but just mentioned in passing. The pluralism and multi-ethnic make-up of America is not well developed at all. The authors seem to assume that the students have knowledge of all the ethnic and racial groups and their accomplishments in American history, because they do not deal with this area adequately.
7. The history, problems and accomplishments of Mexicans and Puerto Ricans as United States citizens are completely ignored.
8. The term "Black Americans" is cited only a couple of times in the entire text. The term "Negro Americans" is cited repeatedly throughout the book. As stated above, the book is written totally from an Anglo-American point of view. Very little is written

regarding "desegregation," a term all students should have in their vocabularies. The authors use the phrase as a title "The Negro Revolution of 1963" which is misleading. It is questionable whether this was truly a "Negro Revolution."

9. Current minority problems are extremely sketchy, stopping at 1967. There is no mention of the Black, Indian, and Mexican-Americans' culture, problems, and accomplishments today.

In the introduction the authors state that *History: USA* is a "penetrating, ethnic study of American history." The text does not exemplify this theme. Little evidence is found to support what the authors contend in their introduction. Although minorities are mentioned historically, their impact on the American scene is almost entirely overlooked.

Rating: Poor
Reviewed by Educator

review...3

In a special sense this is a difficult book to review because it is not distinctive enough to stand above the average of the many textbooks available for a secondary school course in United States history, yet it is adequate enough so that it cannot be seriously faulted. It is a comprehensive work, at times remorselessly so, and consequently, unlike texts of a past generation, it does not fall into the error of treating history as past politics supplemented largely by accounts of war and diplomacy. The very broadness of its scope does much to produce a balanced coverage of American society.

A good deal of attention is given to various aspects of economic history: business institutions, the development of technology, and the growth of labor organizations, as well as some more general considerations of factors in working class life. In general, the handling of labor history is able, although at times some of the aspects of this topic could have been expanded. This text contains some material on the history of radical dissent in this country and the reaction to it. In discussing the Haymarket riot, oddly enough, the authors fail to describe the miscarriage of justice involved in the trial of the anarchists following the affair; not only does this obscure a significant aspect of industrial history, but it misses an excellent opportunity to compare a late nineteenth century Chicago prosecution directed against radicals with the contemporary trials allegedly involving political repression held in the same city.

This work's treatment of various ethnic and minority groups in America is, for the most part, satisfactory but not outstanding. There is attention to the history of Indians, although the overall account of the relations between these early Americans and European white immigrants is only fair. For example, there is a section on Jackson's policy on Indian removal, but a better history of the Cherokees, both on the merits of their society and the tragedy of their fate, is needed. The section on the history of the plains Indians is stronger, although the text does not take advantage of the dramatic potential of this topic which so greatly interests contemporary students. In their treatment of Indians in the late nineteenth century, the authors wisely look ahead to the twentieth century by continuing their narrative of U. S. Indian history to the New Deal period.

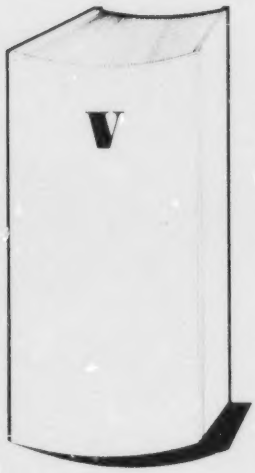
The treatment of Black history represents the text's ablest handling of minority Americans. There is a description of the horrors of the middle passage for the involuntary Black voyagers to America. The authors also have a discussion, albeit short, of the harsh nature of slavery, and this in turn is related to the nature and number of slave insurrections. However, the characteristics of "the peculiar institution" as well as the life of the free Blacks north and south and Black efforts in the anti-slavery movement need better development. The attention of Black history in the reconstruction and modern periods is continued, although the treatment of such important leaders as Booker T. Washington and W. E. B. DuBois could be more ably done. The text usually refers to Blacks as Negroes, at least until the final chapters; since there is a good deal of evidence that the term Black, rather than Negro, is at present the overwhelming preference of Americans of African descent, this terminology could be especially annoying to adolescent students.

The sections on immigration are on the whole good, although there could be more material on the positive contributions of various new immigrant groups such as Jewish-Americans. There is comparatively little coverage of Americans of Hispanic or Oriental background. The latter group receives mention largely in terms of immigration restriction. The tragic history of the relocation of West Coast Japanese during World War II is mentioned in passing in one short section on the treatment of minority groups during that war.

This text has a section on the women's rights movement in the antebellum period, but the short section on women's suffrage in the chapter on the progressive period is not adequate treatment for that important topic.

The authors of *History: USA* are diligent in their efforts and seem for the most part well acquainted with the literature of American history. There are some quite good parts in this work but to this reviewer this is a case of the whole being a little less than the sum of the parts. Despite the fact that its authors are experienced teachers, *History: USA* fails to convey the excitement, the challenge, the high drama of American history, even by textbook standards.

Rating: Fair
Reviewed by Historian



American Heritage Publishing Company, Inc.
The Impact Of Our Past: A History Of The United States
Bernard A. Weisberger, 1972

review...1

This text, like many teacher editions was annotated. Unlike many teacher editions, however, this text demonstrated a concern for assisting the teacher to help youngsters develop not only in the cognitive but in the affective domain as well. A section which I will call the "foreword" (written by the annotation author) and the annotations throughout the text provide the teacher with an excellent overview and background of the text and criteria and guidance relative to its use.

Following are the strengths and weaknesses of the treatment of Third World groups (highly visible ethnic groups), women, and religious groups:

Strengths:

The text does make a conscious effort to address the pluralistic aspects of our society, both past and present. Unit I, which is titled "Peopling the Americas," contains variant viewpoints of several ethnic groups of America relative to their respective feelings about the United States. Chapter One is devoted entirely to the Native American societies prior to the arrival of Columbus. Some chapters draw attention to the richness of African civilizations long before European encroachment, while others confront the myth of the happy slave and illuminate the rage and vigor with which rebellion was pursued by enslaved Blacks, both in the U.S.A. as well as the Caribbean. These among other similar aspests of the text I found favorable.

Weaknesses:

In the "rationale" section of what I have titled the "foreword" of this text, the annotation author notes the following:

> "Inquiry into the American past demands a commitment to candor. The shortcomings as well as the successes of both past and current generations should not be neglected or minimized . . ."

I endorse the above completely. The text, while having dealt in some complimentary ways with the pluralistic aspects of our society, both past and present, failed to adhere completely to this recommendation of candor. There are many instances of omissions of pertinent information that greatly compromise the authenticity of history. Some are as follows: Columbus is still being portrayed as "discovering" the new world. Can you imagine the Native Americans sitting around waiting to be "discovered?" No mention is made of George Washington being a slaveholder, or his rejection of Blacks (free or slave) to fight with the colonists in the initial stages of the Revolutionary War. The Papal order relative to the line of demarcation of 1455 is completely omitted. No mention is made of Sacajawea and York, the Native American woman and Black servant who made Lewis and Clark's expedition successful.

Guadelupe Hidalgo is conveyed as a triumph for the United States with no mention of the exploitation of land rights vis-a-vis treaty violations and the impact that this had on the Mexican people and subsequently the Chicano people who populate those areas taken from Mexico in 1848. Besides Sitting Bull, no other Native American chief merits mentioning. Corky Gonzonles and Reies Lopez Tijerina are omitted. Although the Black Panther Party was mentioned, its principal leaders, Newton, Seale, and Cleaver, are not discussed. Nor is Rap Brown. Specific consideration of the woman roles in American history is evidenced only by discussion of Elizabeth Stanton, Jane Addams, and an account of some women being arrested for wearing one-piece bathing suits on a beach in Chicago. Discussion of religion is cursory. It reflected a brief account of a few Native American religious beliefs, implied religious freedom to be the basis of the existence of a number of colonies, mentioned the First Amendment, detailed the Scope's Trial, and some religious

implicits vis-a-vis the concept of "manifest destiny." Some of those elements omitted are: witchcraft and religion during the colonial period, the role of religion in slavery, the impact of Christianity on Blacks, Latinos and Native Americans, the role of the church and the contemporary struggle for civil rights, the American church and wars engaged by the United States, etc.

Conclusion:

I feel this text made a good effort to be factual historically and just to the America's pluralism present and past; however, the significant number of omissions relative to Third World people, women, and religion greatly compromised its effectiveness as a document to convey authentic historical information. It is unfortunate the annotation author did not collaborate with the author of the basic text. Had this occurred, the effectiveness of the text would have been greatly enhanced.

Rating: Fair
Reviewed by Educator

review...2

Throughout the book, there is consistent evidence that the book is based on the belief that historical study is as essential to coping with the present and future as it is to understanding the past.

The author stresses the importance of conceptual thinking, generalizing, and valuing. He presents a relevant body of factual knowledge, the examination of which is a necessary step in the development of inquiry skills. This text has been designed to develop not only the cognitive thinking skills of recall, comprehension, application, analysis, synthesis, and evaluation, but also the affective (valuing) skills of recognizing, examining, and resolving value conflicts.

The introduction, "Is America in Crisis?" provides an orientation of skills and themes developed throughout the main chapters of the book. The approach to history is interesting in that it begins with today and then unravels the past in recognition of historical controversy and its impact of today. Poverty, race relations, pollution, nuclear power, and the generation gap, from which students draw on their own experiences, to encourage students to express and recognize their own values while teachers are provided with the opportunity to discover early in the year, the values of students. Excerpts, quotes, and pictures contract a peaceful and secure America in Crisis.

The pictures and selections are not to elicit definitive "yes" or "no" from students as to whether America is in crisis. They form an introduction for the student to The Impact of Our Past and to historical controversy and provide a sense of need for more evidence from the text, from which to draw conclusions.

The strongest factor of the text in terms of the taxonomy of learning is the consistent readiness and relevancy in terms of relating and analyzing. The point is made from the start that all Americans are immigrants or descendents from immigrants to provide a background for understanding the pluralistic nature of American society.

The early Indian societies are presented with a concern for early Indian cultures. The various Indian tribes are credited with having created America's first cultures. Such topics as civilization, economy, government, political systems, art, technology, and religion are developed. The variety and richness of African civilization is presented. The primary concern is with the African heritage.

Each of four chapters dealing with peopling our country reflects that rich and diverse backgrounds have contributed to the development of American cultures. It would be very difficult for students not to recognize the great need in our society for people to respect ethnic differences and the human struggle to accomplish this, as they study the years 1000 to 1973.

As the text moves through the Nation Divided and the Civil War, it is evident throughout that the prime focus is the struggle to make a highly pluralistic society function fairly for minorities as well as majorities. Because the issues that divide White and Black Americans are yet to be fully resolved, there is inevitably much controversial matter here. The author comments on this but insists that the matter has been approached candidly in the belief that only an honest appraisal of our past can bring forth the genuine respect for all groups that American pluralism must achieve.

A naturally limited, but fair role, is described as the multi-religious groups developed and grew in America from the colonial days to our times. The nation's collective and individual moral issues are well portrayed.

Very adequate treatment is given to the role of women in our history; in industry, in the cabinet, in peace movements, as reformers, and in science.

Summary:

By almost any comparison, this text can be rated as excellent. It is visually attractive and realistic, making good use of color, design, maps, graphs, and pictures. It introduces not only historical interpretation but deliberate confrontation of students with value conflicts both past and

present. Some 900 contemporaneous photographs, paintings, drawings, cartoons, maps, and graphs appear. Visual and verbal elements are closely related.

A mixture of narrative and inquiry, appropriate for seventh and eighth grade reading levels, is a part of this text.

Since inquiry into the American past demands a commitment to candor, the shortcomings as well as the successes of both past and current generations should not be neglected or minimized. The author presents a realistic picture: despite the general level of abundance in our society, poverty for many is still all too real and dehumanizing; despite our marked success in creating a pluralistic society, the gap between the White and non-White America is still a national problem of extraordinary and critical dimensions; despite American technological achievements, environmental pollution is a formidable threat; despite American success in influencing other nations, the nation's role in the world is far from clear or without peril.

Rating: Excellent
Reviewed by Representatives of the Clergy

review...3

American Heritage's *The Impact of Our Past* made me want to stand up and cheer. This text, designed for the seventh and eighth grades, is bound to stimulate both students and teachers. I reread several sections for the sheer enjoyment of the wonderfully literate prose style and for the countless illustrations, all selected from the period of history under discussion. Public and private collections all over the country and the world were drawn upon to create a strong visual impression of the subject or era under study. Most praiseworthy, though, are the avowed intentions of the book — to make the student think about contemporary problems as they have been created by our past and to make him/her aware of the pluralistic nature of our society. It is hard to imagine how it could fail.

The introduction is titled, "Is America in Crisis?" The question is not answered directly — instead, the student is told that will be his job. He will be given various sorts of evidence and he will be expected to have an opinion by the time he has finished the book. Selections from authors of our time (Charles E. Silberman, *Crisis in Black and White;* Eric Sevareid, *The American Dream;* Pete Seeger, "If I Had a Hammer," to name three) establish the basis of the discussion. The rest of the book gives the student a solid background and perspective so that he will be able to assess issues like race, war, pollution, urban development, poverty and technology.

Each of the eight units begins with a presentation of diverse views on some aspect of the period we are about to study and ends with "Issues Past and Present," a literary debate on a related problem which is still important to us. Minorities have representatives in these exchanges, which are selected from a variety of authors over a range of centuries. The first unit sets the tone — before a discussion of the early Americas begins, three authors, one Indian chief (1933), one Anglo-Saxon supremacist (1885) and one contemporary Black editor (1968) — appear. The student is alerted to the fact that there is conflict over how to interpret the past. Next he will read four chapters — one on pre-Columbian Indian societies, one on the European background of the settlers, and one on the African heritage of the Blacks as well as the middle passage and slavery. Finally there is one on colonial America, depicting what sort of society came about when the Europeans subjugated both Indians and Blacks. The final debate asks, "Is cultural conflict inevitable?" The speakers here are Christopher Columbus (1492), Dom Affonso, King of the Congo (1526), a French priest (1770), and a modern Black author (1964).

The Indians do not receive separate treatment again, although there is the expected mention of conflict over land all across the continent, including the Cherokee "Trail of Tears" and the resistance of the Plains Indians, as well as the establishment of reservations.

Blacks receive most attention in the chapters on slavery, the Civil War, and Reconstruction. The misery of slavery is not dwelt upon at length, although an excellent photograph of an old slave and his great-grandchildren speaks clearly enough of the poor conditions. One wishes that more space had been given to a description of the sort of life a typical field hand led. Harriet Tubman, Frederick Douglass, David Walker, and Nat Turner are all mentioned, which is encouraging to see, as is the treatment of the anti-Black draft riot of July, 1863, in New York. The treatment of the Reconstruction period is very good. The active political role of Black men is dealt with in photos and text, as is the work of the Ku Klux Klan. A later section focuses upon the last thirty years of the nineteenth century. There the student not only reads about Booker T. Washington and W. E. B. DuBois, but also of the thousands of homesteaders and cavalrymen who went west, and of those who moved to the cities to look for work.

Indians, Blacks, Chicanos and Puerto Ricans

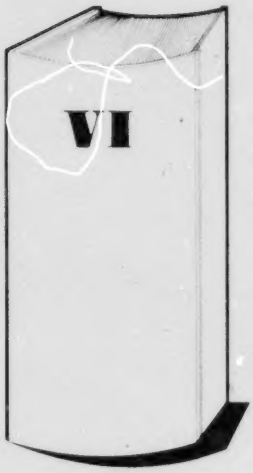
receive final treatment in a section entitled, "Minorities: The Struggle for an Equal Share." Here, the recent past — Black Power, *La Juelga*, Alcatraz — is presented as a time in which these groups began to realize and assert their cultural identities and political power.

Nineteenth century European immigration is fully discussed, as is the reaction to it. Anti-Oriental sentiment, especially the incarceration of the Japanese during World War II, is acknowledged as well. The religious affiliations of immigrants are not particularly stressed, which is unfortunate.

Weisberger presents women in a range of ways. Not only will the student read of the garment workers and pacifists, but he/she will see a photograph of Frances Perkins, Roosevelt's Secretary of Labor, shaking hands with some steelworkers. The New Woman of the twenties is discussed and pictured, though little time is given (one question) to the contemporary liberation movement.

Surely this is a text about which the more dispassionate student shall have few complaints. It does seem to be more comprehensive than a seventh or eighth grader could manage, but that is no criticism of the book itself or its attitude toward a pluralistic nation. This is the sort of book I wish my teachers had been able to choose.

Rating: Excellent
Reviewed by Historian



Benefic Press
Man — United States And Americas
Edith McCall, Evalyn Rapparlie,
and Jack B. Spatafora, 1972

review...1

Every teacher knows that compliments should always precede criticism. Therefore, we note that *Man — United States and Americas* makes excellent use of the interdisciplinary approach. It has a multiplicity of open-ended questions which promote use of inquiry skills. The two levels of learning, cognitive and affective, are clearly indicated so that no teacher, however subject oriented, can easily omit opportunities for students to analyze, hypothesize, and generalize. Value systems are prime throughout the book. It is attractively illustrated with a variety of visuals, and it is well organized in a format created both for presentation and learning.

It is unfortunate that a text which has so much going for it should be devoid of certain kinds of subject matter. Not that its geography or chronology is lacking; the omissions concern American minorities. Man, in *Man — United States and Americas* is primarily male and white.

It is ironic that two of the text's three authors are women, and that almost one half of the bibliographic material was written by women, and still the text's greatest omission is information on women. Although the book is not intended to be based on names and firsts, there are 116 indexed names. Only seven are women. Three are European queens; the others are Anne Hutchinson, Jane Addams, Annie Oakley and Harriet Beecher Stowe. Harriet Tubman is mentioned in a note to the teacher. Women are given space in many of the regular illustrations showing workers and in a picture showing a demonstration for equal rights. Although both Anne Hutchinson and Jane Addams were important enough to rate a full page biography, only Jane Addams' name was included in the "You Match the Words" section. (There were 180 matching opportunities throughout the book.) Even there, Jane Addams is primarily recognized for her social, not political, activism. The women's struggle for equality is clearly downplayed in *Man — United States and Americas.*

American history itself decrees that space be given to Blacks. Certainly no one can ignore the Civil War, its causes and effects. Here the importance is the kind, not the amount, of exposure.

The description of slavery is simplistic and borders on inaccuracy. Blacks were brought on slave ships, received no wages, were considered property; they were housed, fed and clothed by their owners. There is no mention of what happened to Black families. How could any student understand the drastic repercussions of slavery given only this information?

The account of the Reconstruction period is abysmal. Blacks were "tricked" into electing dishonest officials who robbed state treasuries. This led to the formation of the KKK. There is no mention of positive accomplishment by Blacks during this period or any indication of the talented Blacks who were elected to office. The factors and depth of racism are ignored. Little is said of the post World War II Civil Rights movement. Martin Luther King shares a line with John F. Kennedy. In all, five Blacks are noted in the index. No mention is made of Black writers, inventors, or artisits.

Although Columbus is still credited with "The Great Discovery," American Indian minority fares somewhat better than the others. Indians are given fairly sympathetic exposure. It is in dealing with land policy that the material can be viewed most critically. It is stated that the United States government broke a treaty with the Sioux during the second gold rush. Nowhere is there a realistic indication of the number of broken treaties and the continued push which moved Indians from reservation to reservation, each worse than the previous one. We are told that today one half

mi'lion Indians live on special reservations and are cared for by government agencies. That rose-colored description fails to give any young student an understanding of what he/she sees on television about militant Indian groups.

The descriptions of the Mexican War, the Spanish American War and the Panama acquisition are so pro-American it would be impossible for a student to realize the extent of the hostilities aroused by them and other U.S. involvements in Central and South America. If the exploitation of migrant workers is dealt with, we were unable to locate where. The Chicano movement is also ignored.

Man — United States and Americas attempts some correction in behalf of minority peoples. It does include a few names omitted from previous texts, and it does urge the student to consider the inequities of the past. But if, as the authors have stated, the primary purpose of the book is to help students to be "ready to make changes" and "to leave a society better than the one they found," then more information on minorities should be included — information telling not only what has happened, but also the psychological factors behind the happenings.

Rating: Poor
Reviewed by Educator

review...2

It is my opinion that all social studies, irrespective of their levels of use, should deal candidly and explicitly with the historical facts. This factor was a constant consideration as I reviewed this text.

Consistent with this factor, I reviewed *Man — United States and Americas* in respect to its strengths and weaknesses relative to its treatment of Third World groups (highly visible ethnic groups), women, and religion as factors in our present and past society.

Strengths:

The essence of the text's efforts to address the realities of the pluralistic aspect of our society, past and present, are as follows: A two-chapter unit focuses on the Native American as early people in the Western Hemisphere. The line of demarcation is discussed. It discloses Washington's rejection of Blacks (slave and free) to fight in the colonial army. Four Black explorers and Crispus Attucks and Frederick Douglass are mentioned. The text discusses candidly the Mexican law prohibiting slavery as a reason for Texan-Americans, who were slave owners, initiating war with Mexico. Such efforts, while greatly limited, are perceived as strengths of the book relative to pluralism.

Weaknesses:

This text, overall, greatly neglected the Third World people, women, and religion as contributing factors of American history. The text, although titled *Man — United States and Americas*, devotes eight and one-half units to the United States and only three and one-half units to Canada, middle America and South America collectively. During its overglorification of Columbus, the text fails to acknowledge Columbus' kidnapping some of the Native Americans of San Salvador and later virtually wiping out this particular group. Cortez and Pizzaro were not dealt with as destroyers of highly civilized civilizations. The text, in sanctifying Thanksgiving Day, does not consider the view of this event by contemporary Native Americans. The vital contrast between the Native American's relationship during the period of colonization with the French as compared with that of the British is omitted. Outside of the Black explorers, Attucks and Douglass, the text conveys Black involvement as nonexistent. Anne Hutchinson, Jane Addams, Elizabeth I and II, and Sacajazea are the only women noted. Religion is tremendously abused by omission. It was discussed cursorily with one sentence devoted to both the Native Americas and the colonies. This text omitted entirely other aspects of religions in the Western Hemisphere, particularly its impact in Central and South America. The list could go on.

Conclusion:

There is little doubt that this text is tremendously limited and inadequate as an instrument for teachers to help youngsters acquire the truths of American heritage — truths which give credence to the notion that people from all cultures are of dignity and worth.

Rating: Very Poor
Reviewed by Educator

review...3

Man — United States and the Americas is designed for use in the fifth or sixth grades. The plan of the authors is to present U.S. history from before the time of Columbus to our day, (Units 1-8) examine superficially "Life in . . .", dividing the country in three parts, (9) and then to relate our country to Canada, Latin America, and finally the world system. This is an ambitious undertaking, and not necessarily a good idea. The major faults of the book, as far as its handling of minorities and women goes, are caused by the need to attenuate the treatment of American history after the Civil War in order to be able to devote so much space to the rest of the hemisphere. Other sins of omission may presumably be blamed upon this as well.

In the American history sections, the result is a very unbalanced and therefore unsatisfying treatment of minorities, religious groups, and women. The early sections are more informative than are those about our own time. For example, indians receive more space than any other group mostly because an entire unit is devoted to "Early People in the Western Hemisphere." Later, the "anger" of the Plains Indians is mentioned more than once as the reason for their battle to keep their land from the White settlers. There are, of course, expected references to Squanto and Masasoit, along with brief mention of the Iroquois, Algonquin and Cherokee tribes, though only the Algonquins are said to have resisted English settlement on their land. Everything else is relegated to end-of-chapter suggestions for the student to look up. At the end of the unit on colonial life he is asked to figure out ways to improve life on the reservations and/or aid Indians in adjusting to urban life. The end of the chapter on "Life in the Midwestern and Western States," which makes no mention of life for Chicanos and Indians, has a note suggesting that the student check an encyclopedia to find out about the "Trial of Tears."

Black history is treated in the most unbalanced manner of all. I was amazed to see a full page "photo" essay on the explorer Estavanico, less surprised to see a similar one on Crispus Attucks, and not at all surprised to see one on Frederick Douglass. But there it ended — no Black man since slavery is given equivalent space. In fact, no Black man or woman in or out of slavery is mentioned at all except for a passing reference to Martin Luther King in a later chapter. Benjamin Banneker is credited with helping to design Washington, D.C., but Booker T. Washington is never mentioned. Black men are said to have been "heroes" in the American Revolution, but are not said to have fought in any other war, including Vietnam.

The authors' treatment of the Black man in slavery and Reconstruction is nothing less than offensive. There are three pictures for the section on slavery — one showing slaves at auction, one depicting cotton picking, and one of the Underground Railroad in operation. The text makes no mention of life under slavery or of any slave attempts at rebellion (excluding running away). The Underground Railroad is presented as an all-White operation. The passivity of the Black race is tacitly assumed throughout. The full role of Black people in Reconstruction is summed up in only two paragraphs:

> "The former slaves caused serious troubles for the government. They had never been educated and few could read or write. Many criminals, northerners and southerners alike, were ready to take advantage of these new Black citizens.
>
> "Often the Black Americans were tricked into electing dishonest officials to important public positions. Once these dishonest men were elected, they helped themselves to money in the treasuries of the southern states. These men were protected from angered southerners by United States troops." (193 f.)

There is one drawing of a class in a Freedman's School accompanied by the question, "How did these schools help former slaves?" Perhaps the student is to recall this query when he sees a picture of a Black meat inspector at work many pages later and made some connection.

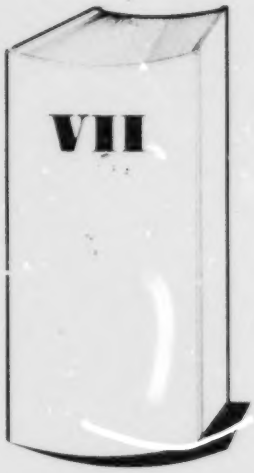
Women are next. Anne Hutchinson and Jane Addams each receive a full page essay. Two others are referred to briefly — Harriet Beecher Stowe and Annie Oakley (!). There is no reference to the suffrage movement or the liberation movement.

Immigrants are allotted only one essay on Carl Schurz. Some space is given to a discussion of slum life in the nineteenth century along with a chart on European immigration, but little is mentioned of the pluralistic society which they helped to create. No mention is made of Mexican immigrants, but it is noted that many Puerto Ricans have left home for large mainland cities "to look for work." There is no hint of racial or ethnic antagonism, no discussion of the role of the churches in the lives of the immigrants or in the culture of America.

For young students who need an accurate picture of our history and its influence on what we are today, this book is sadly inadequate. The

omission of minority figures or women after the Civil War is disturbing, particularly since it creates the impression that leaders from these groups are rare or extinct and that today's problems, (as yesterday's) will have to be solved by the White male. The text appears to have been "updated" mostly through the inclusion of material on Blacks in the safely distant past. If one were to omit the full page essays, the book would be very much like the old "invisible man" texts we used when I was in school, with a few new references to how great our nation could be if we all "got along," the vaguest of all possible stands on cultural identity and pluralism.

Rating: Poor
Reviewed by Historian



Benefic Press
Of, By, And For The People
Robert Carter and
John M. Richards
1972

review...1

The text *Of, By and For the People* is basically a civics text. The material is organized in a traditional manner of reading a given number of pages then answering a set of prescribed questions. The format lends itself to easy teacher assignment and a routine work process of the same activities for all students.

The reading level of the text is sixth grade and recommended to be used in grades seven through nine.

The text is not saturated with facts and dates, which is often the case of most civics texts.

In the chapter dealing with government, an unrealistic view is presented. Everything is so positive and always implemented without controversy or a great deal of problems. Example: "Our government made it possible for us to go into outer space and send rockets to other planets."

The section on the United Nations does not present a realistic view of the past and present conditions of the United Nations.

The text does not provide a great deal of substance for students to realistically view governmental situations at present. The text material or teacher's guide does not provide or encourage students to get involved with hands-on activities or experiences of how their local, state and national government functions and how to deal with conflict situations in society.

The chapter on "Working to Keep Our Republic" does not provide sufficient information for students to deal with The contributions of all people in working to keep our Republic is not discussed. The type of laws and provisions that have been established to provide for contributions by multi-ethnic, multi-racial groups and all people is not mentioned. Example: "However, many people from many backgrounds helped to make our Republic." "Many of the minority groups have differences with the majority of Americans." This statement may leave the impression that if you are part of a minority group you are not an American. The material does not reflect a realistic view of the pluralistic nature of our society.

The chapter dealing with "Religion in America" does not deal with any indepth nature of the past and present conditions of religious freedom.

The chapters on "Our Expanding Economy," "Setting the Rules of Business" and "Living in a World of Money and Business" provide a realistic view of the responsibilities and problems involved in our economy. The material provides an opportunity for all students to become successfully involved in a more indepth study of managing and taking responsibilities for their welfare and economy.

The authors have done a good job of presenting the material in story form and making it very easy to read, but may have lost some of the impact of the true nature of our government functions and the pluralistic nature of our society. A great deal of the material on our United States government could leave the impression that the United States is always right, but also have made a few small mistakes.

The activities in the teacher's guide follow a continuous routine of reading a chapter, then large group discussion and questions. The guide attempts to provide some flexibility in the manner that discussion questions are presented. But, if so desired, the text could very easily be used as read the chapter and write answers for the questions at the end of each section.

The guide does not provide a variety or alternate type of activities. The activities and suggestions are related to large group instruction. Performance objectives are listed for each chapter, but they are not written in true performance terms.

If the text *Of, By and For the People* is used, the

students will need a great deal of additional material and information in order to link present-day concerns and issues to the topics of the text in a more realistic fashion. The authors have attempted to organize the material in a fashion to motivate student discussion, but have failed to provide the needed information.

Illustrations with charts, graphs and pictures are very limited. The few pictures included do not make an effective contribution.

If, in this review, the weaknesses outweigh the strengths of the text, it is because much remains to be done if textbook materials are to become effective resources in studying the pluralistic nature of our society.

Rating: Fair
Reviewed by Educator

review...2

Granted, Benefic Press' *Of, By and For the People* is a civics textbook, not an American history one (the type of social studies text focused on in this year's study). Yet, any civics book may, and must, contain some elements of the historical backgrounds of our government. At any rate, civics books can and should reflect the criteria dealt with in this study, that is, they should reflect the pluralistic nature of our society.

One of the strong points of the book is the end-of-the-chapter aids which follow a logical sequence from recall of information to an evaluation of ideas about civics. Both the cognitive and affective domains are dealt with adequately. In each end-of-the-chapter aid, Section I, "What Do You Know" has three parts: "a. Getting the Facts;" "b. Exploring the Facts;" and "c. Extending the Facts;" Section II with "What Would You Do;" Section III with "What Do You Think;" and Section IV with "Have You Ever Thought of This Idea?" In addition, at the end of each unit are sections entitled "Ideas to Stay With You" and "Unit Value Concept." These sections recall the major generalizations of civics which were dealt with in the preceding chapters. When these generalizations are combined with the concepts at the beginning of each chapter, in the section entitled "Knowing what these words mean will help you" the student has an overall view of the structure of civics. The "Unit Value Concept" section enables the teacher to present an application of the ideas gained in the previous chapters.

A most appropriate example for this study would be a few of the end-of-the-chapter aids at the end of the chapter "Working to Keep Our Republic." The "What Would You Do?" states:

> "You and your friends are in the minority. For some time you have wanted an ethnic studies program dealing with your ancestors instead of the English settlers. Your group has met previously with the principal but he advised you to forget the idea. Every day you see less value in your school studies. Finally, you and your friends decide to walk out of class until the school recognizes your complaint. What is the problem? What would you do if you were in this situation?"

The "What Do You Think" section states:

> "Should the minority students have tried other means of communicating before walking out of class? Why? Did the minority students recognize the authority of the principal to advise them? Discuss your reasons. Is it possible to create a program to fit the needs of all the pupils? Why? What application does this situation have to your life?"

The "Have You Ever Thought of This Idea" states:

> "Differences can be beautiful! What kind of world would it be if everyone were alike? Yet, often we desire to see other people become exact copies of ourselves. It is especially difficult to appreciate differences when importance is usually placed on likenesses. Real appreciation of another person, however, comes with the acceptance of that person as he or she is. Can you accept a person who is different from yourself?"

In its chapter on Religion in America (pp. 321-328), the book discusses what freedom of religion is, what separation of church and state means, and what the results of religious freedom are well within the criteria dealt with in the Department of Education's study issued in January, 1972. However, one of the sentences rubbed me the wrong way. It reads "Even tribes in the wilds of Africa, South America, and the islands of the southwestern Pacific worship gods or spirits" (p. 326). What would any child, let alone a Black child, infer from this sentence? This ethnocentric idea brought immediately to my mind the rhyme "On That Great Civilized Morning" by E. T. Harburg, a few lines of which go:

> "Are the Africans in Africa
> Prepared for independence
> Do they have enough delinquents
> Among their juvenile decendents?
> Can they fill the air with smog enough? Their

rivers with pollutions?
Are their citizens evolved enough
For mental institutions."

In its chapter dealing with elections, there is no mention of the role ethnic groups play. Yet M. Krug, in his discussion on "Teaching the Experience of White Ethnic Groups," in the 43rd Yearbook (1973) of the National Council for the Social Studies, *Teaching Ethnic Studies: Concepts and Strategies*, wonders why civic textbooks have for so long overlooked the impact of ethnic politics. This is hard to understand because it is a highly visible phenomenon. Everybody active in politics in Rhode Island knows that the two Senate seats for that state are likely to reflect the two largest voting blocs, WASPs and Italians; similarly, New Mexico apparently has to have an "anglo" senator and a Chicano. There are Congressional districts in Minnesota that apparently only a Swede or a Norwegian can represent in Congress and similarly several districts in Northwest Chicago and South Milwaukee are always represented by men with Polish names.

In the text's chapter dealing with labor unions, "Our Expanding Economy," there is no mention of women. Yet in the same yearbook cited above, Janice Law Trecker, in her section on "Teaching the Role of Women in American History," wonders how one can discuss the history of industrialization and the labor movement without major consideration of the position of women. Women operated the nation's first textile mills. The fact that these eighteenth-century "manufactories" gave employment to women and children, who "would else be idle," was the justification for industrial as opposed to agricultural development. The factories gave employment to the immigrant women and offered native born farmers' daughters their first chance to be independent and to contribute cash to the family coffers. Along with children, women were the most emploited workers, whether in sweatshop tenements or in barn-like factories. Their exploitation was a threat to the wage stability and organization of male workers. Women struck, organized, and supported male unions even under extreme hardship. Women, women workers, and women organizers fought to end child labor abuses and the frightful conditions. How, then, can women in labor be dismissed.

However, on page 344, the "What Do You Think" section at the end of the chapter on "Our Expanding Economy" says:

> "Should a girl who wants to be a mechanic take the courses available in high school? Why? What could a four-year college education contribute to preparation for a mechanic? Should she consider a two-year technical college or a community college? Would a woman mechanic be able to find an employer willing to hire her? Should the opportunities for employment be limited by the fact that one is a boy or a girl?"

In short, while the text has a long way to go in including factual content about minorities, the end-of-the-chapter aids, especially those dealing with the affective domain, help all students realize what problems minorities face.

Rating: Fair
Reviewed by Educator

review...3

The third review of this book was not submitted.

Rating: Poor
Rated by School Board Manager

Follett Publishing Company
The World Of Mankind: Man The Toolmaker
Leften S. Stavrianos, 1973

review...1

Well-known and respected world historian Leften Stavrianos has written a fifth-grade level textbook, *Man the Toolmaker,* for Follett Publishing Company. Part of the company's *World of Mankind* series, this particular book is entirely the work of Stavrianos and understandably reflects his historical interest in global cultural interaction, a theme he developed in previously published texts like *The World Since 1500: A Global History* (Prentice-Hall, 1966). That the Northwestern University Professor's scholarly sound and clearly written narrative of world history now is made available to the very young mind is a feather in our social science cap.

The *World of Mankind* series is intended, according to an overview provided in text introduction, as an aid for teachers who desire "to develop responsible citizens" who will respect "cultural differences of others." Numerous examples of text material in *Toolmaker* indicate the author's effort to encourage such student attitudes by providing a pluralistic view of man's prehistory. Readers learn that the first manlike creatures appeared in Africa, Europe, and Asia; that American Indian and Australian hunters' systems of sharing their kill evidenced strong concern for group welfare; and, through analysis of color drawings and charts, that the races and languages of man were diverse and many. In short, students begin study in this textbook by finding out about the existence of different cultures in many parts of the inhabited world.

Being the work of Professor Stavrianos, however, the text is organized thereafter according to a revolutions interpretation of world history. The history of man's life on earth becomes a cataclysmic succession of agricultural, urban, industrial, and humanizing revolutions in which man is depicted largely as a toolmaker who grinds and designs his way from forest and desert to city and factory. Not a bad conceptual scheme this, but not without limitations, either. One drawback of organizing the history of mankind according to advances in technology is that it tends to equate progress with building machines and focuses attention on civilizations so oriented. Other cultures appear backward, irrational, and inexplicably slow in catching on. If one is concerned about fostering student attitudes of respect for "cultural differences of others," the technological progress thesis, since it suggests a pejorative evaluation for some life styles, makes these attitudinal objectives difficult at best.

As far as we know, many of the epochal changes in technology man has effected were Near Eastern and Western, as opposed to non-Western or Third World, in origin, though diffusion knew no bounds. So students read first about the revolutions in context of Western civilization. Text treatment of the urban revolution, for example, begins with the cities of the Fertile Crescent and continues through the story of the Roman Empire. Each of these chapters is spiced with data about other cultures, but the emphasis is unmistakable. Large sections of the book are devoted to the history of European civilization and its cultural antecedents. Arab, Chinese and African culture styles are slighted. Indeed, Chinese civilization receives only brief mention (four times for a total of eight pages under such topics as Atomic weapons and European contact). Regardless of whether other books in the series describe these cultures, the perspective here is important. In *Toolmaker,* African Benin bronze masks and Chinese bronzework find little or no space despite high praise afforded these exquisite samples of metalwork through artistic immitation in subsequent Western cultures. Likewise, African medieval urban empres in Ghana, Songhai, and Mali appear on a chronology chart but not in text.

In such a textbook as this, because spiritual masks were not tools and Timbuktu not the sight of a water powered textile mill, American readers never discover much in a meaningful way about other people.

If our students are to perceive a world of diverse peoples with rich and deep cultural histories, a less ethnocentric perspective is necessary. While most historians and this writer would agree that modern world history is largely the story of the establishment of Western cultural hegemony, and that the history of post-fifteenth century civilization is a history of reaction to European industrialism, technology, and politics, such has not always been the case. Even if it is very difficult to describe else but the modern rise of the West without fabricating myths, nonetheless, history of civilization records a state of ecumene in the first millennium AD, a kind of equilibrium of interdependence. Hence, an ecumenical presentation of a good part of man's past is possible, and in the case of world pluralism knowing about this state of cultural balance is important. But *Toolmaker* gives the impression, due to its organization theme, of Western cultural hegemony throughout. For this reason we do not believe the text fits well into the series of which it is a part.

Rating: Fair
Reviewed by Historian

review...2

The *World of Mankind* is a social studies program for the elementary level student combining an inquiry-conceptual approach with factual data that is presented. *Man the Toolmaker* is the fifth book in a series of six that is sequenced from one level to the next, where the student applies the background from the first four books in the series into the cultural and historical development of mankind. The series tries to develop responsible citizens by having the students think for themselves with an emphasis on the rights, opinions, and cultural differences of others in the world. Its major goal is to cite the qualities needed in a pluralistic and democratic society. This particular text presents a record of mankind and its ability to adapt to changing conditions. The interrelationships of various aspects of history are emphasized with technological change; such as the human, agricultural, urban, and industrial revolutions, being the book's major concept. Interwoven within the book are the social sciences of anthropology, sociology, geography, and world history.

In criticizing *Man the Toolmaker* I will focus on the strengths and weaknesses.

Strengths:

1. The teacher's edition is well done, containing behavioral objectives to be achieved, the time allotted, vocabulary, inquiry questions, map skills, and other meaningful activities that could be developed.
2. The questions in the text are good throughout, many of which are open ended in nature, many attempt to ask for value judgments regarding cultural differences. The inquiry type of questioning is excellent, and is contained in the student's book as well as the teacher's edition.
3. The reading level seems appropriate for an upper elementary student. The text introduces vocabulary in each unit of the book.
4. The atlas section in the rear of the text is very good. Map skills and activities are outlined for the teacher to implement. So often this essential social studies skill is overlooked. In attempting to focus on the multi-racial and cultural composition of the world, map skills are a necessity.
5. The text deals with the social studies areas of anthropology, sociology, geography, and world history as a science. The text specifically explains the scientific method and its relationship to history. It is a definite strength of book, as it deals with a logical and rational view of world cultures, specifically the anthropological progression of man as a being.
6. The text's organization helps the student progress in his view of the world's cultural make-up. The idea of dealing with cultures and their adaptation to their environment by developing technology from ancient civilizations to present societies is an excellent one. The use of the term "revolution" as a common denominator allows the student to place the material together in his mind.
7. The pictorial use in the text does a fine job of representing minorities throughout the world.
8. The development of world cultures is a definite strong point of the text. The current African and Austrialian cultures, depicting their minority representation, are excellently done.
9. The case studies definitely aid the inquiry approach; studies such as the Nomadic Lapps and the Village of Jarmo.

10. The idea of the differences in cultures is also well done through the unit on languages and communication.

Weaknesses:

1. The text in general does a fine job of reflecting the multi-racial, multi-ethnic, and pluralistic nature of world societies. However, unit six, entitled "The Humanizing Revolution," tends to be rather ethnocentric.
2. In dealing with the United States, very little is stated about our racial make-up and the problems we face.
3. The vocabulary is only mentioned for each unit in the teacher's edition. The student might easier grasp the "cultural" vocabulary if they, too, had the terms with each unit rather than at the end of the text.

As one can readily observe, the strengths of the book definitely outweigh the weaknesses. The approach is well structured, combined with the activities involving student thinking, should prove to be a welcomed addition to the elementary social studies curriculum.

Rating: Good
Reviewed by Educator

review...3

Man the Toolmaker, the fifth in a series of *The World of Mankind* (1-6), is a social science program combining an inquiry conceptual approach with the presentation of factual data. It attempts to develop those learning processes which are useful in gaining an understanding of people and societies. However, for a child from a minority, namely Mexican-American, there is little with which he can identify.

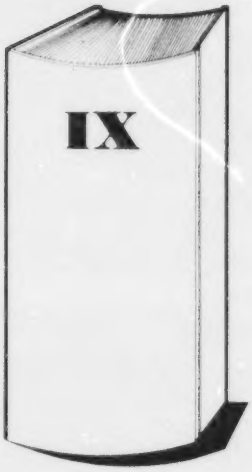
The first unit which attempts to orient the students to the inquiry method of learning provide a thorough grounding in the steps of the scientific method and introduce concepts and terms that will appear in subsequent units, is done very effectively. Again, a unit which is strictly Eurocentric.

The subsequent unit deals with human revolution, earliest technology and, again, there is no indication or implication of any ethnic group which the child can identify with. Attempts were made to compare different groups of people and their adaptations to these technological advances, but in an unrealistic way. The examples from everyday lives of people from the Ice Age hunters to high-rise apartment dwellers is just too far removed to be relevant.

In other units the agricultural, urban, and industrial revolution again is a superficial effort to integrate minority contributions into these studies. The comparisons of these revolutions are those evident in America with those of European countires. The implication is that only European countries are worthy of comparison.

The reading is dull, boring. All the topics are briefly discussed with no indepth accounts of any one topic. The text does not reflect the multi-racial, multi-ethnic, and pluralistic society. There is no mention of accomplishments or contributions of any ethnic groups.

Rating: Poor
Reviewed by Educator



Ginn and Company
Episodes In American History, An Inquiry Approach
Robert E. Burns, Lee R. Boyer, James R. Felton, Philip Gleason, John J. Lyon, James E. O'Neill, and Charles J. Tull, 1973

review...1

This is a book marked with significant strengths and noticeable shortcomings. The latter, in part, derive from the episodical approach announced in the title. In consequence, the continuities of a nation's history is often blurred or lost sight of. Despite its title the book does attempt to provide some continuity via chronological tables and summary expository sections, seeking to characterize a period, which by their very nature obscure the complexities and tensions of life facing a people at any given time.

Perhaps it is somewhat unfair to begin this critique on a negative note, because I am much taken with its "skill development" approach and the implementation of that approach. Utilizing the accounts of contemporaries and historians, the authors arm the students with directional questions and pertinent background information on the creators of the sources and turn them loose to become their own historians. This emphasis on critical thinking is a refreshing departure from too many narrative-oriented, memory-emphasizing texts and instructors.

Relative to the book's performance as it bears on the criteria set forth in the Social Studies Act, its achievement is uneven. The units and sections of Afro-Americans are generally excellent and they carry through from the beginnings of the Atlantic slave trade to the 1970's. Of particular merit is the section on Black participation in the antislavery movement which is both informed and a welcome departure from textbook traditions.

The treatment of other racial and ethnic groups is not commensurate with that of the Afro-American presence. The introductory unit on Indians — "First Americans" — is superior, perhaps the best creative performance in the book. Concerning itself with origins, cultural development and diversity, and contacts with the White man, it should give the student a better grasp of the Indian perspective. Yet, the remainder of the book treats the Indian only episodically and largely in terms of his impingement on the White man's "needs." There is no comparable treatment of Americans from south of the border. Chicanos come in for a few passing comments and Puerto Ricans are not mentioned. The cultural diversities and unique contributions of Euro-Americans — as they are styled in this text — are not specifically developed aside from the Anglo-Protestant contribution. In the section concerning colonial life styles, subtitled "Cultural Diversity," all three selections are drawn from Anglo-Protestants.

The multi-religious nature of our society is given some attention, although it does not come through as a primary concern or focus of the authors. The impact of Catholicism on American life, although illustrated here and there, receives no concerted attention.

On the pluralistic nature of our society the impact of the book as a whole presents such a picture. Yet when concerned with that specific question, in the unit dealing with industrial America, the authors appear to opt for the "melting pot" theory and there is a certain fuzziness in their use of the terms "melting pot" and assimilation.

The book is remarkably free of sex stereotypes, although the role of women in history is given no special attention. References to outstanding women in American history are not numerous. But in the selection of historiographical views for student analysis, women scholars are not ignored.

As suggested at the outset, many of the shortcomings of this book from the Social Studies Act perspective derive from its declared episodical approach and its "skill-development" orientation. From the latter point of view I find it sound and in some portions outstanding. From the perspective

of the Social Studies Act its achievement is more modest.

One final comment might be in order, although it may not be relevant to the primary purpose of this critique. The "Additional Reading" lists appended to each unit have, at times, a peculiar random quality when one seeks to relate them to the subject matter of the appropriate unit. Furthermore, as the books vary greatly in terms of their quality, viewpoint, purpose and intended audience, a brief bibliographical characterization for student guidance would seem appropriate.

Rating: Fair
Reviewed by Historian

review...2

According to the authors the book is designed to place greater emphasis on non-Whites than usually appears in traditional texts. They point out that approximately forty percent of all assignments focus on the non-White historical experience or its relevance to other discussion topics. The text is especially rich in Black history. For schools unable to give separate courses in this area, the book offers an excellent foundation for the understanding of the Black experience within an integrated framework. However, the treatment of other minorities, even the non-Whites, is not nearly as comprehensive.

The first section dealing with Indians evolves from the view of cultural anthropology. Its strength lies in its interpretation of their cultural values. However, such an approach leaves a weak foundation for the understanding of the Indian's plight. This might have been corrected through additional material. Neither does the student become fully acquainted with the lives of important Indians as individuals or groups in their struggle for survival following European colonization.

The non-White minorities referred to for concerted treatment included only Indians and Blacks. However, outside the anthropological discussion, the Red man emerges primarily in conflict roles with the expanding Whites. The best discussions on Blacks and Indians appear in special sections dealing exclusively with each group or related issues. This is acceptable, because their historical experiences have developed outside the mainstream of American life. Even today, these two groups remain farthest removed from the American dream despite their longer presence.

The European immigrant story unfolds around the assimilation problems of the first and second generations. The brief but sensitive section dealing with immigrants in industrial America should help students appreciate the uncertainties faced by individuals during the peak of immigration between 1870 and 1920. Readings on the "Personal Side of Immigration" reveal some of the hardships and successes experienced by the newcomers.

About five paragraphs are devoted to the Japanese-American experience in relocation camps following Pearl Harbor. Jews are not singled out for special treatment at length. Chinese, Philipinoes and Cubans are unlisted in the index. Mexican-Americans come in for one sentence and a picture caption during the discussion on the Troubled Sixties. From the point of view of minority understanding, I am puzzled as to why the Spanish-American War received more attention than the one with Mexico. A good opportunity was missed to examine the effects of the Treaty of Guadelupe Hidalgo, which ended hostilities with Mexico, on the minority status of Mexican-Americans. The acquisition of Texas also added to the slavery controversy.

The text presents an inquiry approach and in so doing usually presents valuable introductions to readings which set forth both sides of issues. Students are thus able to draw their own conclusions aided by suggested questions from the authors. Whether issues concerned draft riots, slavery or Reconstruction, the approaches included a variety of studied opinions. For instance, John Brown is viewed by both his contemporaries and posterity. Pictures, tables, graphs and chronologies offer valuable supplements to the readings. Small pictures of personalities under discussion appear on the margin and enable students to familiarize themselves with both the philosophies and faces of leaders such as William Lloyd Garrison, Stokely Carmichael, Frederick Douglass and Tecumseh. Pictures of unidentified immigrant miners, child laborers and Indian hunters also help provide a visual frame of reference for the readings.

However, in an apparent effort to avoid omissions, a number of minority leaders are given token recognition. Racial heroes such as Malcolm X, Cesar Chavez, Nat Turner, Harriet Tubman and Sojourner Truth are dismissed in three sentences or less. Occasionally the best justification for including certain pictures of women and minorities is the additional reference to these categories in the index pages. Under such circumstances it might have been better for the

authors to have stuck by their statement in the rationale which explains "The essence of the historian's craft is, after all, selection and judgment . . . There is simply not time enough or space enough to tell it all."

Unit Six on "Reform Past and Present" gives students an excellent opportunity to relate past events to the present and vice versa. Changes in clothes and hairstyles over the years lead to a discussion of fashion trends for both the youth and Black subcultures. Parallels between the abolitionists and the militant civil rights programs of the sixties are well established. The text also illustrates the historical precedent for calling police "pigs."

To its credit the text went beyond the mere recital of the accomplishments of outstanding minority group members in an attempt to illustrate racial contributions. By placing individuals within a meaningful historical setting, their story becomes more credible and less condescending.

Rating: Good
Reviewed by Historian

review...3

Ginn and Company's *Episodes in American History* is an excellent example of how the Michigan Department of Education hopes to see social studies textbooks treat the fact that America is a multi-ethnic, multi-racial, pluralistic society.

This reviewer's own rule of thumb for determining how well the above fact is treated by a textbook is by finding out where Christopher Columbus first appears. When I saw that he didn't appear until page 89, and that, in this nine-unit book, the first unit deals with "First Americans" and the third one deals with "Afro-Americans," I felt that this textbook would be more than adequate in its treatment of minorities. The author's statement in the teacher's guide (p. 6) that "approximately twenty percent of all of the assignments in the program are focused directly and specifically on the historical experience of non-White Americans" and that "an additional twenty percent of the assignments contain materials which illustrate or otherwise relate to the role of non-White Americans in the problem or topic under examination" was fully substantiated by a reading of their text.

What was very comforting for this reviewer was the backgrounds of the authors of this text. A majority of them have had experiences in public school settings, as either teachers, curriculum consultants, student teacher supervisors, or combinations thereof. All too often American history textbooks for the public schools have been written solely by university historians. While their input is important in any American history textbook, a balance should be achieved by people who have been "on the firing line."

One should also consider that dealing with the contributions of and hardships suffered by ethnic groups in this country in the manner of traditional American history texts is not going to convince a student that history isn't useless and irrelevant. But the inquiry approach, as used by *Episodes in American History*, will show the student that history is not only "interesting and novel, but also profitable."

The teacher's guide (p. 1) states that the "principal concerns underlying the design and the criteria for content selection of *Episodes* were three-fold:

1. To provide teachers and students with a textbook and a program of instruction that requires thinking and speaking as well as listening and reading about American history.
2. To present the historical experience of American minority groups in a scope and manner that invites analysis and encourages appreciation.
3. To confront students directly with the problem of the values and usefulness of studying history."

A listing of the various narratives in the first unit illustrates how this was accomplished in regard to "First Americans."

1. History as Detection
2. Early Man in North America
3. Cultures of Prehistoric North America
4. Oral Traditions of the Delawares
5. Interpreting Algonkin Picture Writing
6. Life Style of the Delaware Indians
7. Indian Culture and European Trade Goods
8. Indians and Great Power Conflicts, 1607-1713
9. Pontiac's War
10. What Historians Have Said

This last section has two selections, one dealing with "Francis Parkman on Indians and Indian Character" and the other with "Randolph C. Downes on the Indian Point of View." This section on "What Historians Have Said" appears in every unit but the last; "The Filmstrip Facsimilies," which also appear in each unit, focus on "Artifacts of Prehistoric America."

There are other components besides the textbook in the program. The teacher's guide contains

performance objectives (highly important in this era of accountability) and is comprehensive enough so that even a teacher who has not had previous experience in the inquiry approach should experience a high degree of success in using it.

The audio-visual component includes "inquiry-oriented filmstrips, a transparency series, and inquiry-oriented recordings of great historical moments, selections from socially significant music and song, and historical dramatizations" (teacher's guide, p. 5). Three of these recordings are:

1. A Unami Father Instructs His Sons on Indian Values
2. John Brown's Last Speech
3. Civil Rights March on Washington

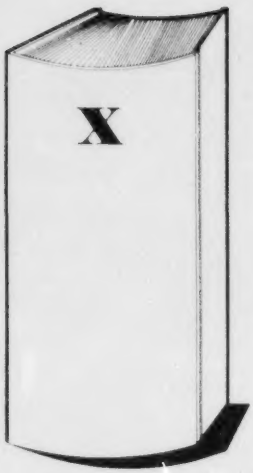
The program also includes a test component consisting of 15 objective tests to measure student ability to use inquiry skills and knowledge of content.

I should add here that any text could not possibly be all things to all people. Although virtually every ethnic group receives some attention in this text in regard to its contributions to, and/or hardships suffered in, this country, an individual representing a certain ethnic group might not see as many references to that group as he or she thinks is appropriate. However, each unit in the text has a list of additional readings which not only helps students look for supplementary information, but also helps the student realize that no single book can be the final or only answer.

A quote from the text would be a most appropriate way to end this review:

> "The 1960's also saw the revival of a strong ethnic consciousness in America. An increasing number of Americans doubted both the desirability and success of the Melting Pot theory that held that all races and nationalities should be assimilated into one homogenized new American nationality. Americans of many ethnic groups took new pride in belonging to a particular race or nationality . . . The future remains uncertain, but it is obvious that far greater efforts must be made to treat every race and nationality with the full dignity and respect that our common humanity demands if the American dream of a stable, pluralistic society is ever to be realized." (p. D-134 through D-135)

Rating: Excellent
Reviewed by Educator



Ginn and Company
One Nation: The United States
Leonard S. Kenworthy, 1972

review...1

In an age which has seen the awakening of cultural awareness and ethnic identity in our society, it is fitting that there be a demand for textbooks that are relevant and which take into account the great diversity in our country's population. This is important not only for the children of minorities but also for the education of all Americans. *One Nation: The United States* is an example of social studies textbooks which attempt to fulfill this need; it succeeds to a great extent.

The contents of the text are divided into two major sections. Part I treats the people of the United States, what they do, where and how they worship, how they have fun. Part II treats the history of the United States and its people. Using an interdisciplinary approach, *One Nation: The United States* prepares the background for the student by describing the geographical setting. Once the stage is set, the authors introduce the actors, the many cultural and ethnic groups that comprise our pluralistic society. It is here that the authors excel. The style is clear, easy to understand and gives the impression that the authors are speaking directly to the reader. A close relationship is established from the onset and is maintained throughout the text.

This text is better than most if for no other reason than that it discusses all the problems and evils of modern society, making no attempt to skirt any particular topic. Problems of the cities such as traffic, slums, pollution, poverty, poor education and crime are treated as problems which concern all of us, not just the people in the cities. Prejudice and discrimination are seen as real and tangible problems. The student is asked to think about these injustices and how they relate to all Americans. The following is from a discussion of poverty:

> "Lack of education or work skills are not the only reasons why people cannot get good paying jobs. Sometimes, they are not hired because of the color of their skin or their nationalities. Do you think this is fair?" (p. 38)

The vicious circle of poverty, housing conditions and busing are also discussed.

The many groups comprising our society are represented in the narrative: English, German, Irish, Italian, Eastern European, Scandinavian, French, Dutch, and Jewish. Although all these groups may be considered minorities when each is compared to the total population, there is a special section in the text which deals with other minority groups which are being deprived of their rights as American citizens: Afro-Americans, Indian-Americans, Asian-Americans and Americans of Spanish ancestry (Mexican-Americans, Puerto Ricans, other Latin-Americans). In the discussion of these minorities, the authors face the problems squarely. Slavery, living conditions in the cities, migrant labor, Indian reservations, the treatment of Japanese-Americans during World War II — these are all studied so that the student can get a truer picture of how these people have fared in our society. A portion of the chapter on population ("We Are a Nation of Minority Groups") encourages the student to think about what it means to suffer these injustices which many citizens are still experiencing today. The authors point out that:

> ". . . when any American child is denied a good education, all Americans are harmed. Who knows how much all Americans lose when an American student receives a poor education or drops out of school? Perhaps if this student had been given a proper education, he might have been the one to discover a cure for some disease. Or maybe he could have found a solution to one of the problems of our

cities . . . Our laws say that depriving American citizens of their rights is illegal. But worse than that, it is wasteful and foolish. Our country's greatest treasures are its people." (p. 63)

Part II of the text is somewhat lacking in presenting a really good picture of the involvement of minority groups in our country's history. For example, no mention is made of minorities in the armed forces. Were they represented in the Revolutionary War, the War of 1812, the Civil War, World War I, World War II, the Korean War, and Vietnam? If so, textbooks should reflect their participation.

This text presents the pluralistic nature of our society as an integral part of the narrative rather than injecting brief descriptions of the various cultural and ethnic groups in a haphazard fashion in an attempt to satisfy the current demand for culturally-oriented texts. It is a text that makes one wish he were in school now and one which he would like to make available to his children.

Rating: Good
Reviewed by Educator

review...2

One Nation: The United States is a later elementary level text in the Leonard Kenworthy edited Ginn social science series. Kenworthy, professor and methods textbook author of long standing who is well acquainted with the most recent learning research, has put together a relevant, new social studies oriented book. The text author gives, moreover, a mostly accurate picture of American ethnic and racial pluralism, and presents an especially attractive and unusually extensive story of Indian culture.

The writer begins his history of the United States with the longest (forty pages) text chapter about our first people, the American Indians. Anglo and Indian culture, past and present, are described and compared without suggesting pejorative judgments about Indian society. In addition, students learn of differences within Indian society itself by studying national geographic regions and tribes that historically existed therein, then by reading descriptions of the culture associated with each region or tribe. Proper attitudes about the "first Americans" is the goal of a "shattering prejudice" exercise inserted near the end of the chapter.

Students and teachers using *One Nation* would quickly realize the interesting organization of material, because the book begins with the present. Before the end of chapter two we are acquainted with the pluralistic nature of contemporary society in the United States. Through analysis of last names from a twentieth century telephone book (Schwartz to Swensen), and observation of historical pictures of Russian Jews, English Pilgrims, Greeks and other immigrants to America, for example, students can discover early the ethnic diversity of our people. Then, with reader interest firmly aroused, the author develops a historical frame of reference in the last half of the book.

While for the most part in section two the written history is sound, as indicated in our analysis of the "First People" chapter, historical treatment of the last quarter of the nineteenth century in the United States, which should provide context for, and knowledge of, ethnic contributions, is skimpy. Though he broadly covers the basic themes of the Gilded Age, the author has neglected to fit in a good historical story of the uprooted immigrants from Europe and their impact on our society. Indirectly mentioned or omitted are the relationship between the railroad age and attraction of, jobs for, and dispersion west of, immigrants; between immigration and the whole industrial transformation; and between the influx of European peasants and the growth of our cities and attendant institutions. A most important slight is the story of the immigrant-oriented American social institutions like settlement houses, adult education, or even burlesque.

Out-of-date scholarship is noticeable throughout this chapter. In one case the author states nineteenth century corporations were established to raise capital and that many businessmen "sold shares in these corporations to stockholders." Recent study reveals that Standard Oil never issued public stock, Carnegie did not incorporate until 1900, and corporations were developed mostly for reasons of efficiency as part of the rationalization character of American industrialism. The picture of nineteenth century working conditions lacks depth. Wages are noted as woefully low at $10 a week, but forgotten is the fact that real wages increased throughout the era. The problem was not so much the amount of the wages as getting and keeping work. A reworking of this section should be ordered.

All other history appears balanced and up to date. As cases in point, students learn Black slavery was a colonial institution as well as a nineteenth century occurrence; the story of the American Revolution begins with an analysis of both the advantages and disadvantages of Empire membership; and an accurate account of the

Boston Massacre, rarely found in an elementary level text, appears.

On the whole, treatment of racial minorities is fair and full, though the author does fail to give a racially pluralistic impression of our society in leisure. In a chapter about "Our Spare Time," one is left with the idea that only White Americans travel or do volunteer work. Such a conclusion is not valid and is refuted by available statistics about the increasing number of racial minorities using our nation's airlines and resorts. Nonetheless, the text inclusion of exercises in which students are called upon to "correct wrong ideas" about racial groups in America is healthy and well conceived and can permit students to question such errors.

With the few exceptions noted, however, this text cannot be criticized for the impression it gives of American ethnic and racial pluralism. Indeed, it is the best this writer has seen at this level yet. For this reason we must recommend *One Nation* as a, for the most part, properly written, sorely needed, relevant and useful social studies elementary text.

Rating: Good
Reviewed by Historian

review...3

Leonard S. Kenworthy's *One Nation: The United States* is, in many respects, an adventurous endeavor as a history textbook.

The "minority contribution syndrome" and the "minority discredit syndrome" are avoided. There is a wholesome emphasis on the diversity of Americans and how that diversity has enriched America. The author goes beyond mere cataloging of contributions to dealing with immigrants, Afro-Americans, American Indians, Spanish-speaking Americans, Jews and other minority groups both as part of the narrative flow and as special subjects. The promise, as well as the problems, of a pluralistic society is emphasized.

The idea of pluralism is treated in depth by helping readers to feel as others feel or have felt through suggesting the use of role-playing and spontaneous dramatics in reference to actual events and situations. One example of this is the treatment of the Nat Turner Rebellion. The rebellion is not presented as if it occurred in a social vacuum but within its actual social context, which includes the quality of life of slaves. The institution of slavery is clearly implicated as the primary precipitating agent for Turner's terrible turmult. Having tersely described the miserable lot of their lives, the text presents three choices which the slaves could make about their future. Let me quote:

> "Imagine that you were a Black man or woman on a southern plantation. Which of the following choices would you have made?
> *You could try to escape* and make your way to the North and freedom. But you would have to leave your family and probably never see them again . . .
> *A second choice was to revolt . . .*
> *The third choice was to remain where you were* — for life . . ."

Readers are thereby confronted with the question, if you had been Nat Turner or one of his followers, living in Virginia in 1831, suffering the tyranny of slavery, would you have been inclined to revolt?

The dynamics and magnitude of racism in American life, its genesis and infestation of the basic institutions of the American system, are presented forthrightly. The author portrays the nature and workings of white supremacy which leaves no doubt that the problem before us, as Americans, is the elimination of white racism. The author, himself, overlooked Black leaders among Black African peoples when he determined the list of Who's Who Among World Leaders on page 239.

Racism is presented as more than merely its economic and political dimensions; racism is also shown to be an affront to human dignity, a moral problem. The author points out that if Americans talk about justice and act unjustly then people around the world will lose respect for our country. Our laws say that depriving American citizens of their rights is illegal, but it is also wasteful of our country's greatest treasure — its people. The author affirms that by demanding their rights as citizens, minority groups are giving Americans the opportunity to prove they mean what they say about liberty, justice and equality for all.

The structure and functions of our government are communicated in such a way that participatory democracy is a central challenge to readers. Dissent as disagreement is presented as integral and essential to democracy. As a nation still struggling toward fulfillment of its principles, America is portrayed as needing the commitment and involvement of all citizens in the battle for truth and justice.

The treatment of religions in America emphasizes that religious pluralism has grown as a result of the guaranteed right to religious freedom. Students are aided in taking proper pride in their own religious group while appreciating the contributions of other groups to our common life. Just as the author rejected the myth of the "melting

pot" with regard to cultures, he also avoids the snare of religious syncretism toward establishing a domesticated national religion.

The section on Our Religions is rather brief and superficial; the role of religious groups in the birth and development of America is treated niggardly in seven and one-half lines. In general, religion is treated as something too controversial to handle. For instance, the leadership of churchmen and churches in the women's rights, children's rights, civil rights, labor, criminal justice and law enforcement reform, peace and ecological movements goes unmentioned. Movement toward unity among all Christian groups is also excluded. It seems to me that the author was willing to point up the promise and problems of cultural pluralism in America (e.g., nationality and racial groups) but not the promise and problems of religious pluralism. Such separation and differential treatment lead to distorted conclusions.

Also, the reader gains the impression that there is no Black church with its own social origins, mystique, mission priorities and strategies arising from the interaction between the Black man's social pilgrimage in America and the Christian gospel. Such recognition would help the reader to understand more readily and accurately the rise of Black Nationalism as a legitimate response to white society's historic attitudes, in churches and communities.

Equally forgotten throughout the textbook is the religion of the American Indian. This religion links together all reality — thought, creatures, deeds, objects and environment. Each of these components is perceived as living and interpenetrating parts of all others, all reflecting their supreme spiritual source. Such a unifying perspective is most significant to us when related to modern physical and social science.

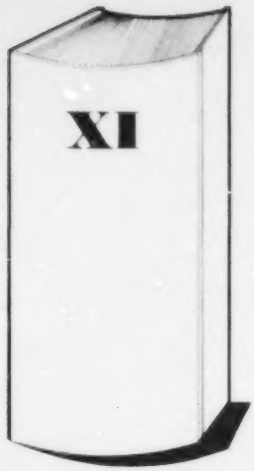
The section dealing with America's First People is done with extraordinary skill. After introducing the reader to the tools of the anthropologist, the author provides an opportunity to examine five important culture groups of American Indians. Important ideas imparted include: American Indians were not all alike; they were individuals who belonged to various tribes which were parts of numerous culture groups. Further, the ancestors of our Indian citizens brought existing and developing technologies with them when they came from Asia. They used these technologies intelligently and beneficially upon their new environment, and to some extent even changed it. Stereotypes are also approached effectively in the section on Shattering Prejudice.

The initial friendliness of Indians toward the Pilgrims is illustrated movingly. Also emphasized are the dignity and courage exemplified by the Indians who fought to defend their lands and their way of life in the face of vicious onslaughts of westbound pioneers. Their current plight is spelled out clearly, along with the rise of "Red Power." Indians, like other peoples, are demanding more control over their lives and destiny.

Approximately one half of the readers of this text will be females. Yet there is little indication that women played significant roles, other than motherhood and school teaching, in the creating of the American experience. Conspicuously absent is any mention of the women's liberation movement. Interestingly enough, Black women are given greater prominence than others.

This is a sound, exciting and suggestive study of American history. It helps almost all minority groups discover their contribution to the American experience. Majority group readers can see more wholly "the real thing" called America.

Rating: Excellent
Reviewed by Representative of the Clergy



Harcourt Brace Jovanovich, Inc.
America: Its People And Values
Leonard C. Wood and
Ralph H. Gabriel, 1971

review...1

Leonard Wood and Ralph Gabriel, together with a committee of textbook specialists, have assembled more than 850 pages of narrative, study devices, maps, and illustrations into a text entitled *America: Its People and Values*. Despite the efforts of these several people, the results are dismaying. This reading of United States history simply will not stand the test of sound scholarship, nor have the authors been able to infuse it with dramatic power or people it with three-dimensional characters.

Perhaps the diffiiulties derive from the fact that Wood is a European specialist and Gabriel is long retired from active teaching. Whatever the reasons, the colonial period and the American Revolution are little more than pale reproductions of Bancroftian interpretation. Many of the old chestnuts are here: the immigrants dropping their cultural baggage at the ports while democracy sprang unremittingly from the soil; a treatment of Roger Williams fathering religious liberty which calls for a paternity suit; Sam Adams and John Hancock leading altruistic patriots against "short sighted and stubborn" men of Parliament; George Washington gathering around him "the best and wisest men he could find to be his officers and advisors;" and a Constitution that "guarantees" free speech, assembly, press, and government by consent of the governed.

The Civil War and Reconstruction periods reflected slightly sounder scholarship, but the remainder of the work is uneven. Imperialistic Europeans rapaciously acquired territories while "during most of the 1800's, Americans were not much interested in lands beyond their borders," and Johnson and Kennedy had no choice but to send troops to Vietnam. But even the stronger sections lack debate and healthy skepticism about people and their motives, about what the facts mean, or what values constitute the American value system.

In a book that purports to examine values, the authors have relegated the study to a section following each unit. They are more confident than I that the values they describe are shared by the diverse classes and cultures within this country, and they only gingerly approach the divided loyalties that trouble Americans on these very questions. Some, moreover, are simply incomprehensible. What do students make of the values represented in a unit entitled "Democracy in Action" that takes as two of its sub-themes "How did the United States win a huge region from Mexico?" and "How did the United States build up its overseas trade?" The value summary states that "Americans came to value humanitarianism," while the text describes the stranglehold slavery gained and the destruction of the Osceolas and the Seminoles.

There is, moreover, a subtler value dilemma in this text. Despite occasional comments to the contrary, the historical synthesis is one of progress, and progress as the authors report it tells us a good bit about values: The standard of living is measured by cars, TV sets, and highways, and progress is elaborated as growth, expansion, urbanization, efficiency, and technocratization. This constitutes the "hidden curriculum" of this textbook which says subtly but effectively to students that the American experiment is nearly complete. There are, of course, a few problems, but with a little more money and a little more technology, they will be solved.

Wood and Gabriel have focused on minorities as well as values. They have included textual comment, added biographical features on a few women and occasional minority representatives, and added a summary chapter which deals

extensively with Black problems and accomplishments. These are welcome additions, but they would be more effective as an integrated reading of United States history. One is surprised to discover Black slums and poverty described as "New Challenges" beginning on page 593. By their own count, the authors found not a single memorable woman in the colonial period and only fifteen in the entire book. President Kennedy is quoted to the effect that the world's peoples are made up of "haves and have nots," and he enjoins Latin Americans to expropriate large estates and divide them among the poor, but the authors recoil from the obvious analysis that Americans are world peoples. Repression of minorities found its way into the narrative, but repression is largely foreign: the poor in Latin America, the Jews in Germany, dissent in Russia, and freedom fighters in Czechoslovakia and Hungary. There is not a word about Japanese-American detention in World War II, lynching of Blacks, McCarthyism, and the persistent second-class status for many women and ethnic groups.

The record is clearer to the authors than it will be to many of their readers that by the 1970's Americans pretty well "understood their nation's problems . . . were facing up to them, and . . . were making progress in solving them." This is a book into which no tragic flaw of history can creep. In truth, there is little left for young people to do except to enjoy the fruits of progress.

I doubt that students will read this book with enthusiasm, despite the efforts of consultants to pack in each person's special vehicle. The Survey-Q-3R reading system is employed, but the questions are devoid of the tension that makes reading worthwhile. Chapter outlines were included to aid slow readers, but they are even more abstract, more encyclopedic, less dramatic, and ultimately less readable than the narrative. I stumbled over the pronunciation guides. What makes "duh-GAM-uh" more pronounceable than "da Gama?" or "uh-bahm-uh-NAY-shuns" clearer than "abominations?" The tendency of American reading specialists to stress decoding at the expense of comprehension is all too clearly illustrated.

Despite some superficial attempts to meet the demands of changing history curricula by adding minority studies, values, and historical questions, this is still a very old-fashioned reading of United States development. Offered in a format that tips the scales at several pounds, its weight is mostly *avoirdupois*. It will not meet the demands of a flexible, historically sound text for junior high students. I cannot recommend it for purchase.

Rating: Poor
Reviewed by Historian

review...2

This text, though much better than those available ten years ago, falls short of its attempted goal in presenting a viable and balanced view of minorities in American history. While it is true that references to, and discussions about, minorities are found in the text, the reader is left with the impression that minorities are not in the mainstream of American history, that their participation in society has been, and is, incidental to the major events in our country's progress.

This impression is created by three important defects in the design of the textbook: (1) the superficial treatment of many topics, (2) the unwise placement of many references to minorities throughout the text, and (3) the omission of important ideas, facts and concepts concerning the role of minorities in American history. Examples of superficial treatment of important topics are many. The following are typical. In Chapter One, the customs of American Indians at the time of American colonization are briefly described. Some of those mentioned are shelter (wigwams), unit of exchange (wampum) and the custom of smoking the peace pipe. At this point no mention is made of the Indian's traditions, his religion, his familial and tribal (intra- and inter-tribal) relationships and other important aspects of his culture, such as his view of nature and the world. Much later, it is true, Indian cultures are described in more detail, but not as thoroughly as they could be.

Another example of the incomplete coverage of topics is the manner in which the major Indian civilizations of Central and South America are presented. The Aztecs of Mexico and the Incas of Peru are described in three short paragraphs each, while the Mayan civilization is discussed in four equally short paragraphs. Yet, the role of the Jeep as a valuable vehicle in war and in peace receives a more comprehensive and more detailed treatment.

Except for two sections which deal specifically with minorities in society ("Many People Build a New Nation," pp. 548-572, "New Challenges to America" pp. 775-796), there does not appear to be a coherent structure to the presentation of a pluralistic view of America. Often discussions of minorities' participation in historical events are

given as incidental information that is nice to have but which is nonetheless not essential. The Blacks in the American Revolution, for example, appear on half a page at the end of the chapter dealing with the American Revolution. The omission of that brief discussion would not in any way hurt the general flow of the narrative since the facts therein are not directly related to other events and discussions in the chapter. Though the same criticism can be made for other portions of the text, one must recognize that some parts treating the Black minority are good. Such a section is the beginning of Chapter Fourteen which describes the life of slaves in America, slavery in general, and several slave rebellions. In this section, the efforts of Gabriel Prosser, Denmark Vasey and Nat Turner are related, as well as those of Harriet Tubman and the underground railroad.

Biographies of famous people in history are found throughout the text but appear in no particular sequence. Sometimes they are found in sections of the narrative that are not related to the life of the person whose biography is presented. The biography of Phyllis Wheatley appears in the discussion of the outbreak of the war (she wrote a famous poem to George Washington). Frederick Douglass' biography is found in the discussion of the election campaign for the senate in Illinois in 1858. Though interesting and informative, these biographies often seem so unrelated to the text that they are distractive.

The third important reason this textbook does not present a true view of a pluralistic society is that its authors appear to have been shortsighted in their view of our pluralistic society. The two minority groups the text most often mentions are the Native American and the Afro-American. Of the 27 biographical features found in the textbook, only one (Bartolome de Las Casa) is Spanish, none is Mexican-American or Asian while six are Black and one is Jewish. Two are biographies of Native Americans.

The omission of other topics concerning minorities is also apparent. *America: Its Peoples and Values* does not give a true picture of Texas' independence from Mexico. From its first stages of colonization to the establishment of Texas as a republic, Mexicans were involved. The reader of this text gets no indication that the efforts for better treatment of the colonists by the Mexican government and later the fight for independence (including the battle of the Alamo) involved the participation of Mexicans who had come to Texas as colonists. It was not a matter of Americans against Mexicans and the term "Texan" should not be reserved for the Anglo colonists.

On discussing the events of World War II, the authors easily forget to mention our unjust treatment of Japanese—Americans, the establishment of "relocation camps" and the fact that not one conspiracy by Japanese-Americans was ever revealed. The very least the authors could have done was to mention the magnificent war record of Japanese-American soldiers.

The participation of Mexican-Americans in the development of the Southwest is almost completely ignored. The references to Mexican-Americans are so few that it appears as if this minority group has made no contribution at all. Chapter 31 discusses the Civil Rights Movement and the efforts made by the Black community to obtain equal rights under the Constitution, yet nothing is said of the efforts of Cesar Chavez and other Mexican-American leaders and their fight for justice.

Textbook writers and publishers should realize that minorities should not merely be represented in textbooks. Their role in American history and their influence on American society should be revealed in a just and objective manner. All minority groups should be represented, not just the Black Americans and the Native Americans.

Rating: Fair
Reviewed by Educator

review...3

The third review of this book was not submitted.

Rating: Fair
Rated by School Board Member

Harper and Row Publishers
Our Family Of Man, A Conceptual Approach To The Social Sciences — Evaluation of Ideals
Penrod Moss, Margaret Johnston Lenz, Mary Reed, Gwyn Scott Brownlee, 1972

review...1

This book, *Our Family of Man*, intended to be a factual book written quite well in the language of the children to which it is pointed. It is intended for use in the elementary grades 4, 5 and 6, and is at least a fresh approach considering the long years where the authors of all elementary social study books have been guilty of many sins of omission insofar as any mention of the Indian and Black minorities have been concerned.

It is a rather ambitious book which is intended to lay the groundwork for the later studies the children will meet in the secondary grades, i.e., the concepts of the various social sciences, anthropology, economics, geography, history, political science and sociology. The book is set up in twelve sections or units which attempt to bring all facets of our nation together in a complete, understandable whole with some anecdotical points to help children from all groups build a desirable self-image.

It is very clear to this reviewer that the authors of *Our Family of Man* understand the need for a text to portray a multi-racial and multi-ethnic point of view to the students of America because this has been a sadly-neglected part of the teaching of American history. The result of this neglect has brought about misunderstandings which could have been so easily cleared up with a more democratic and less racist stance on the part of the authors of the various textbooks presented.

One notes there is very little factual information given about the Indians and the Blacks. In fact, in the unit "The People of Our Nation," the Indians are ignored altogether.

The teacher's notes or program guide for the grades 4, 5 and 6, in spite of the high flowing phrases, would be very difficult to work with, especially with children of this age, that is, unless the teacher were well grounded in the problems of the minorities, which one could safely say would be the exception rather than the rule because of the white middle-class background of most of the teaching schools and teachers of America.

As a minority person, one would think that a book of this type would try to bring a little bit of controversy into the subject matter rather than the bland statement on page 159 on the Blacks and education, "... elementary schools, high shools and colleges were opened. Black children, their parents and grandparents *all* went to school. All of the Black families saw that education was important if they were going to succeed as free men." Or, pages 86-87 — a few pictures of prehistoric Indian homes. Or, page 91 — "The Indian said, 'We will live in love with William Penn and his people as long as the moon and sun shall endure.' This treaty was never broken." Now we know that the education of the Blacks was never this unqualified success, and there is no mention of the hundreds of treaties which were broken.

In summary, one could judge this as a feeble attempt to present a beginner's source to the social sciences.

Rating: Poor
Reviewed by Educator

review...2

This book attempts to recognize the achievements and accomplishments of various ethnic and racial groups within this country. Along these lines its strength lies in the two units dealing with diverse people and how they express themselves. These units are designed to cover the contribu-

tions of minority groups from representative Blacks to an Alaskan Eskimo. Units dealing with slavery, the Civil War and immigration also focus on ethnic experiences. However, in other sections the general absence of minorities gives the overall impression that ethnic groups were fitted, rather than blended into the text. The section on discovery and exploration makes no mention of Blacks. However, the introduction to the unit on ethnics acknowledges that Blacks had been a part of American history from its beginning and helped make up Columbus' crew.

Exclusive of its treatment of minorities, the book has many things to recommend it, including illustrations and a multi-disciplinary approach. The thought questions are often provocative. One probes the justice of stripping Jefferson Davis of his citizenship rights following the Civil War. Occasionally the ethnic material is laudable. I especially liked the background material on Chinese immigration and the story of Jim Thorpe, Indian athlete. While the intent to treat minority contributions sympathetically is well established, the results reveal an obvious cultural bias. Including the minority point of view would have strengthened all segments of the book.

However, the entire frame of reference is strongly Anglo-Saxon. Quotes on paraphrased versions on minority views would have improved the book. Such statements as, "(After freedom) many Black people were proving they could be responsible citizens in our democracy," are patronizing and tell only part of the story.

The authors' emphasis on contributions found all cultural groups adding a drop of sugar to one big harmonious pot. Yet this sentimental approach is open to question. Facts and generalizations often appear without adequate background or interpretation. In speaking of Jews the stability of their family life is praised as are efforts of Mexican-American youth to gain higher education. The Japanese contribute their love of order and neatness. However, Puerto Ricans are linked with urban and color problems. Such an approach might lead students to assume that certain qualities are exclusive to one group or another.

The few instances of discord sometimes lack objectivity. For instance, in speaking of recent civil rights maneuvers among Blacks the book avers that "Groups have engaged in violent activities in trying to make their voices heard . . ." It described the Black Panthers as believing in the use of force against the police and others to reach their goals. This is, of course, a narrow and dangerous interpretation, questionable for use in public schools. The lack of historical probing for reasons behind the dissension of Blacks and others is one of the text's greatest failings.

In dealing with slavery the book places the primary responsibility for the Atlantic slave trade on one group of Africans, the Ashanti of Ghana. While captives of inter-tribal wars were one source of supply, the practice was not limited to the Ashanti. European slave dealers openly encouraged raids between African groups. However, the Ashanti become the sole villains while the British emerge as heroes. Speaking of British efforts to stop the slave trade, the text states: "They (the British) wanted to help the ican people advance and be at peace. British efforts made very little progress for many years. There were problems between the Ashanti and the British for a hundred years." This version fits in well with old ideas of African savagery and the saving grace of Europe's Christian Culture. But is has no place in today's textbook.

The text also has a tendency to moralize. Jefferson Davis is described as a "dedicated man with high principles." Joseph Kennedy became a millionaire "because of his hard work." A section on diverse groups thriving together ends with this pious generalization: "We must hope and work for a future that will insure all Americans old or new . . . the peace, acceptance and happiness that are rightfully theirs."

Sometimes the authors seem insensitive or naive. The song, "Dixie," is described as being equally good for the "lively good humor of a minstrel show, or for building the moragf marching men." Yet it takes little imagination to know how America's Blacks feel about the "good humor" of minstrel shows.

Relying so heavily on positive virtues, the authors shy away from problems and controversy. The discussion on education under "Concerns of our Nation Today" deals only with financing. However, in the Teacher's Edition a question was suggested concerning busing and minority group education. The related materials listed in the Teacher Edition are not especially imaginative or incisive. While the book did help familiarize students with a few names and life stories of successful ethnic members, it added little to the overall depth of understanding of minority problems or experiences.

Rating: Fair
Reviewed by Historian

review...3

Our Family of Man is a most helpful text. It is generally discreet, authoritative and comprehensive in coverage. It incorporates the insights of most recent research. It deals, on the whole, realistically with special problems encountered by different economic, national, ethnic and cultural groups from the arrival of the white man in America to the present. It emphasizes how our nation has been built upon the contributions of men and women of diverse racial, ethnic and religious backgrounds.

This text meets effectively most of the criteria established by the Michigan Department of Education. It especially enumerates the contributions of minorities, accounts for their differing life styles, the role of a variety of religious groups, ignores or eradicates standard "myths" and commits very few "sins of commission or omission."

The contributions made by minority groups are skillfully presented. The Quakers, the Irish, the Germans, the Scotch-Irish, the Blacks, the Jews, the Chinese and the Eskimos are given distinct treatment with esteem.

The presentation of the different views on slavery in early America is rather complete and judicious. The economic, political, social and moral dimensions are explored in considerable depth and in thought-provoking ways. Especially significant are the involvements of profit-seeking New England traders and the power-craving African Ashanti in this traffic of human cargo. Also, the text points out that by 1840 there were 386,000 free Blacks in the United States. Many of them worked and sacrificed for the freedom of Black people through organizing, speaking and writing. It is regrettable, however, that such outburst as the rebellion led by Nat Turner are not included. These additions would help readers understand Black people as having feelings, self-respect and limits of toleration for oppression which, when exceeded, sometimes trigger hostile activity toward the oppressor. Black people are not superhuman. So, they should not be expected to be any more patient toward, nor more accepting of, inhumane treatment and degrading situations than any other people in America. Black people have demonstrated their capacity to be morally courageous as well as physically courageous.

Among contributions made by Black people to America there needs to be included specific contributions in the field of science. Too often today one comes across scholarly works whose findings purportedly prove that Black people are inherently inferior in their capacity for abstract thought required in scientific explorations and inventions. The list of achievers is significant, and the scope of discoveries and developments is wide.

Neither can we make the mistake of assuming that Africans transported to American shores brought no skills with them. To do so would be to deny African culture, which included the skills of architecture, carpentry, sculpture, work with textiles and metals and communication through various media. So set were most White men upon dehumanizing these Black people that they could not bear to recognize anything of Black culture to be of value or worth in the New World where "White ways and styles" became the only standards of excellence. Yes, there were ignorant slaves, but there were many who were intelligent, too.

Two concerns treated most poorly in the text are those of education and poverty. Pictures of educational situations throughout the textbook show racially separate groups, which indicate such being normative. Also, commentary on page 268 implies that court-directed integration of schools is more of a financial drain upon communities than a wise investment in people's lives. Segregated schools have been found to be both illegal and unequal. The task is not to develop legal and moral approaches to establish a just situation for all in local areas. Equal educational opportunity for achievement will help us overcome poverty and its ills. But no connection among education, poverty and discrimination in jobs, housing and finance is made. So, the reader may conclude that "often people from minority groups have very low paying jobs" because they are stupid, satisfied, are being punished by God, . . . People, even minority groups, are not problems; at the least people are possibilities.

Among well-known American Blacks the following should be included: Marcus Garvey, Stokely Carmichael, Malcolm X and Imamo Baraka. Without an understanding of these men and their meaning the reader is ill prepared for dealing with trends toward nationalism among Blacks.

The description of events prior to the Mexican War is helpful. Armed might settled otherwise legal, economic and moral issues. For the sake of all of us, the rise of "Brown Power" should be included along with the name of Cesar Chavez.

The role of the American Indian in the United States, like that of the Afro-American, is incorporated in the narrative of the text generally, d also specifically in Unit 9. They are depicted as a hearty, wise, resourceful and friendly people. They welcomed and aided white colonists and westward moving pioneers until it became apparent that their lands, livestock and life style were

threatened. The insatiable acquisitive appetite for possessions and power of the whites, coupled with superior armed might, all but obliterated an entire people. The text cites that most of the 370 treaties made between American Indians and the United States were either broken or re-negotiated. It also recognizes current efforts by American Indians to regain their freedom and to determine their own destiny. As an example of the rise of "Red Power," the take-over of Alcatraz Island is noted.

Treatment of religion in this textbook is preponderantly predestrian. On page 52 the impersonality of the cathedral-type building shown is currently being displaced by an emphasis upon intimacy facilitated by comparative smallness of structure and face-to-face arrangements. The text gives a rather clear picture of difficulties encountered in establishing religious tolerance and freedom in early America. Religious persecution went so far as to establish religious tests for voting privileges. The issue of slavery is credited with dividing some Protestant churches into northern and southern groups. Perhaps the issue of state's rights vis-a-vis the Union was a stronger determinant. Recognition of churches in the development of America is, unfortunately, limited to that of colonial and frontier days and within the last twenty-five years. The most adequate treatment deals with the latter time period, which is exemplified by the works and witness of the Reverend Billy Graham, Bishop Fulton J. Sheen, Dr. Norman Vincent Peale, Rabbi Joshua Liebman and the ecumenical hosts who became involved in the civil rights, anti-poverty, peace and literacy movements. The rise of Black church groups and their contributions are omitted. The author may wish to check his assertion that "in the years since the colonial period, the number of church members has increased about the same rate as the population." With the burnings and bombings of Black churches and Jewish temples and synagogues in the 1960's, it is irresponsible to report that since passage of the Bill of Rights "there has been freedom of worship in our country" and that "Americans respect the religious symbols . . . of all churches and synagogues." Recognition of unifying forces at work among the different religious groups is well presented.

A "benign recognition" is paid women for their role in developing America. It is noted that "some members of Congress are women." Pictures of the League of Women Voters workers and of Jane Addams with some colleagues are the most poignant portrayals of the status and unrest of American women. Pictures of golfer Marilynn Smith, U.S. Representative Patsy Mink from Hawaii and Detroit Public Library Director Clara Stanton Jones somewhat strengthen this emphasis.

This book is a significant improvement over many texts of the past.

Rating: Good
Reviewed by Representative of the Clergy

D. C. Heath and Company
Amercia, A Modern History Of The United States
Frank Freidel and
Henry N. Drewry
1970

review...1

Though written by two very respected professionals, from the outset *America: A Modern History of the United States* is a somewhat disappointing secondary school textbook. The authors explain their purpose simply by quoting a fictional character of the 1890's, Finley Peter Dunne's Mr. Dooley, who said of history: "I know history isn't true, Hennessey, because it isn't like what I see every day on Halsted Street." However, their promise to the reader is to reverse this trend by trying to "involve you (and "Mr. Dooley") in what this country lived of." Their avowed purpose is worthy, but the reader does not always come away with the feeling that they have succeeded in the pages which follow.

Unfortunately, Freidel and Drewry do not substantially convey a feeling for history. For example, in their discussion of the colonial period the vitality of Puritanism in its relationship to most aspects of that society is not "felt." Thus, we do not even get adequate descriptions of Puritan practices and their implications for later American culture. The book is strengthened, nonetheless, by brief discussions about historical misinterpretations which academicians often fall prey to, and this I think is its strongest point. Some important questions are raised for discussion, though it is difficult to understand at times how many of these questions can be answered without considerable additional reading by the student and teacher.

An interesting feature of most modern texts is their attempt to relate the experience of various minority groups to the total picture of American history. But in the narrative of this text there is no substantial assessment of the role such groups have played in shaping the America that we know today. Perhaps illustrative of this point is the author's treatment of the abolitionist movement. The movement itself is not truly evaluated in terms of the large impact that it had on both the American system and the politics of sectionalism and nationalism which led to the Civil War. Nor is the vital Black contribution to this movement anywhere assessed and, therefore, the old, somewhat tottering view of the abolitionists' efforts, remains unassailed through recent historiography has certainly altered it.

The same problem holds true in the authors' discussion of the civil rights movements of the 1950's and 1960's. For those who lived through these periods and daily heard news releases about demonstrations, it is obvious that agitation for civil rights had a deep impact on both our minority and majority cultures and the ways Americans thought about what they stood for and what the world thought they stood for. Yet these events receive a narrow treatment and their full impact is dissipated. Mr. Dooley's comment would seem worth restating at this point.

A similar shortsightedness serves as the vision through which we see other minority groups as well. "In the 1860's the army fought three costly and difficult wars against the Indians," note the authors. They add without explanation, "The Sioux in 1876 trapped Lt. Colonel George A. Custer with part of his regiment on the Little Bighorn River and wiped out every man." This statement seems quite remarkable for a book published in 1970.

An interesting highlight of this study is the frequent quotation from primary source materials, lending a touch to the narrative which is very helpful. Block quotes are presented from such materials as Albert Einstein's letter to President Franklin Roosevelt proposing the building of an atomic bomb to the more familiar material of the Declaration of Independence. The reader is, thus, able to assess for himself the importance of certain writings and opinions which have earned historical attention. A good example of this is the

explanation of non-violence advanced by Dr. Martin Luther King in 1962 and quoted on pages 762 and 763. But what seems an unfortunate oversight is the failure to give due consideration to the Malcolm X counterpoise to the King view. Instead Malcolm X is treated in one sentence on page 761.

Also the student movements of the 1960's are neglected. For instance, their impact on Senator Eugene McCarthy's presidential campaign in 1968 is briskly treated: "Some considerable numbers of young opponents of the war were actively working for him, and he began to win numerous supporters among older middleclass voters." Perhaps space explains such haste, but this explanation seems hardly satisfying.

Rating: Fair
Reviewed by Historian

review...2

Frank Freidel and Henry Drewry begin *America* by sawing away at the limb they're standing on. They cite "Mr. Dooley" excoriating history with no relationship to "what I see every day on Halsted Street." They go on to announce that Chapter One, "Exploration and Colonization," should "illustrate the significant drawbacks" of textbook learning. They explain that they won't depart very far from traditional history, but even as they explain that they plan to "identify those individuals, events, and forces which have had a national impact," they turn opposition to good use by pointing out that readers must indulge in the historical process to object. Thus, Chapter One becomes "A Case Study in Historical Thinking and Writing."

Freidel and Drewry have made *America* a do-it-yourselfer's guide to the past. "Historical Process" sections appear throughout the chapters. They introduce readers to "hypotheses, analytical questions, primary and secondary sources, frame of reference, historical evidence, cultural bias, internal and external evidence, synthesis, thesis, and determining what is a fact." In less skillful hands, this introduction might be dry and defeating. Freidel and Drewry offer students challenging issues to illustrate these "historians' tools." They give dignity to student uses of these tools by asking "What is your interpretation" queries in each chapter. Summaries of chapter contents do not simply rehearse data. Instead, Freidel and Drewry ask for evaluations of: their own hypotheses, the validity of their own questions, and the success of their methods.

Most important, Freidel and Drewry are willing to give readers enough background materials to enable them to defend alternative impressions. In the process, they bring personalities to life by allowing observers to speak for themselves at length. In Chapter One, Columbus speaks for a page, William Bradford for another, John Winthrop for a third. Olaudah Equiano tells his story of kidnapping and transportation for two pages as Freidel and Drewry develop the introduction of slavery into the Americas. Hector St. Jean de Crevecoeur, Alexis de Tocqueville, Martin Luther King and many others speak for a full page or more. Students are asked to analyze and compare these statements using the historical tools they have mastered. They are led to develop skills in interpreting visual materials and fiction. They are introduced several times to cultural bias and are asked to explore decision-making in a variety of contexts. If a painstaking introduction to the craft of history can win over negative readers, then *America* must rank as an outstanding effort.

Freidel and Drewry use their "historians' tools" primarily to develop traditional materials. Cultural forces generally receive only modest mention. Art, architecture, music and theatre are indexed and handled with sophistication when discussed at all. A photo essay on "Continuity and Change in the American Environment" accompanies each unit; other visual enrichment is low keyed. Thus, their final unit, "America Faces New Challenges," contains 65 pages, only 5 of which deal with a cultural framework. Of 56 questions for student involvement in this unit, 36 deal with federal government policy (23 with foreign policy) and 7 with the civil rights movement.

This over-riding interest in federal actions and the thesis that American conditions created a " new man," to submerge most efforts to deal with "cultural pluralism." The index entry under "Minorities" directs readers to "specific minority groups." Italians and Poles are indexed to a list of immigrant nationalities in the late nineteenth century. Mexican-Americans are mentioned in connection with the "Zoot Suit" riots and military service; almost a page is given to the internment policy toward Japanese-Americans in World War II, but neither group had an index entry. "Rights of Women" is indexed to the 1848 Convention and to job discrimination during World War I. Puerto Ricans receive a page under "persistence of poverty." Indians have several references but chiefly to the problems they constituted for Whites.

Clearly "pluralism" in this text revolves around Black people. Freidel and Drewry move with some

confidence in this area. They are inclined to treat elements of Black history within a traditional White framework, as when they discuss William Nell as a supporter of the white abolition movement. They give text and picture coverage to Black troops in the Civil War and in the Spanish-American War. They mention men like Booker T. Washington and W. E. B. DuBois — giving DuBois an opportunity to express several judgments in the early part of the twentieth century. They give considerable coverage to Martin Luther King, including a page-long selection from *Stride Toward Freedom*. Significantly, Freidel and Drewry do not fear to mention Black nationalism. They devote a half-page to Marcus Garvey (with the usual photo of Garvey in an open carriage), and conclude that "Black separatism and nationalism seemed the only way out." They also make mention of the Black Muslims, Malcolm X, CORE and SNCC. They favor movements toward integration in the "New Frontier" years, but they also give balanced coverage of those who advocated Black separatism.

A complete teacher's manual describes methods, aids (including music) and evaluation. Test masters are available and the manual offers suggestions for their use. Benjamin Bloom's educational objectives key the arrangement of materials toward "knowledge, comprehension, application, analysis, synthesis, and evaluation." Instructors in advanced high school and community college courses may find Freidel and Drewry's *America* an excellent juxtaposition of history and historical method.

Rating: Good
Reviewed by Historian

review...3

This book is strong in methodology. The text introduces the history of America by telling the story and then involving the student in the historical process of evaluating data, making judgments, drawing conclusions, and resolving conflicts. The authors provide a laboratory in which the student works and studies history. There are a variety of maps, first-hand information from letters, documents, etc. Differentiation is made between primary and secondary sources. The authors use the art, music, and fiction of time to present a feel for the human element in history.

Content, for the most part, presents a political story that formed the lives of Americans in a culturally-merged society, rather than the mosaic of cultures which have always existed and the frustration generated through prejudices and a failure to appreciate the roots of each.

There is an effort, for example, to include the effects of the industrial revolution on the various cultural groups. However, the student is not led to see the impact that early and continuous apathy and/or unwillingness to consider minority groups as an integral part of the whole played in the recent hatred, violence, radical urban changes, and the inability of Americans to understand each other.

There is little background of ethnic groups developed to lead the student to an understanding of the social and economic problems of our day. Treatment of the Indians is minimal. The problems of the White man in coping with the Indian were presented. One did not get the feel for the mind of the Indian and his inability to cope with a more advanced civilization.

The "new American" is described in the text in a quote from Jean de Crevecoeur as one "who leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the new government he obeys, and the new rank he holds . . . Here individuals of all nations are melted into a new race of men, whose labors and posterity will one day cause great changes in the world." The student is asked to read the chapters using this statement as an hypothesis to determine whether there is evidence to support it or not. There follows a discussion of the early Americans and how everyone got here. It seems that little evidence is given either in support or non-support of the hypothesis.

The story of Olaudah Equaino is related in the several paragraphs on the forced immigration of Africans which ended quite happily. No mention is made at all of the Indian. The conflict of religious groups is handled adequately, but the historical background related to the conflict is not built at all.

In dealing with the progressive age in the twenty-first chapter, monopolistic practices, poverty, slums, and low wages for laborers are treated. There is some inclusion of discrimination toward Blacks, but no other minorities are mentioned.

Throughout the book, as the story of history is told, the sections related to ethnic groups are interspersed and the story proceeds as it well could have had the several paragraphs on the ethnic groups been excluded.

On the whole, the text attempts to include in a limited and factual manner, the struggle and contribution of women in our society.

It seems likely that both majority and minority students, after reading and studying this text, would come away with a sense of "feeling sorry for" rather than having a deep appreciation for the integral contribution of the many cultural groups to the American experience.

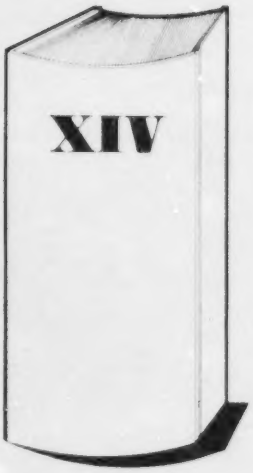
Summary

Although this book takes a step closer to a more integrated history in terms of minority treatment, it fails to provide a continuum presence of minorities in history, but rather the treatment of minorities becomes a disappearing and reappearing presentation.

Though it provides references and suggests some areas of research, it barely touches the resources available in 1973 to enable a student to understand himself and his heritage.

The strongest point in favor of this book is the historical process suggested and developed in the teacher's guide which will be as good as the teacher who uses it. The book itself provides quite a comprehensive education and must be supplemented with other resources to enable a student to have a feel for time, its people and its events in relation to now and with a view to a better future.

Rating: Fair
Reviewed by Representative of the Clergy



Holt, Rinehart and Winston, Inc.
The Challenge of America
Mitchell Okun and
Stephen H. Bronz
1973

review...1

The publisher claims that 25 percent of this book is devoted to social history, with special attention to ethnic-cultural diversity.On the whole, the book achieves that claim. Cultural diversity is preferred over intolerance and Americanization; Hawaii is praised, for example, as a successful "interracial community." Groups are examined in relation to each other and from the perspective of each, with attention to material and psychological problems of interaction. While notable individuals are discussed, the text and pictures do not merely present a collection of heroes.

Beginning with an assertion that all peoples of the New World descended from immigrants, the book examines the tribal and regional variations of Indians, whose ancestors were "Asian hunters." The "advanced" Indians of Latin America are credited with "great civilizations." Conflict between European settlers and Indians is attributed to misunderstanding, opposite attitudes about property and land, and the problems "inherent in the confrontation of two different cultures." Indian views of white settlers are examined, but the cultural adaptation of the Cherokees is ignored. Americans and immigrants who braved the dangers of Indian attacks to settle the West were heroic, but government efforts to break up tribes produced disastrous destruction of tribal culture and loss of land. The plight of reservation and urban Indians is considered in discussions of contemporary poverty and racial injustice.

Surprisingly, native Protestantism is discussed only for special problems. The colonial story is covered adequately, but for the 19th century only Mormons are mentioned. There is, however, a good discussion of the modernist-fundamentalist controversy and a suggestion that Prohibition during the 1920's was part of an effort to preserve traditional rural and religious values. Reference to "hillbillies" (p. 328) is unfortunate, but not typical.

Major European immigrant groups and their reception in America are handled well. Particular groups are examined in detail to illustrate colonial diversity, immigration before the Civil War, and the new pattern from eastern and southern Europe by the late 19th century. The sympathetic treatment draws heavily from Oscar Handlin's account of the "uprooted" facing poverty, prejudice, and crime within ethnic neighborhoods; political machines were corrupt but they served the needs of newly urbanized immigrant voters. Native demands that immigrants give up old ways and Americanize destroyed immigrant culture and promoted an undesirable generation gap. Advocates of a federation of ethnic groups instead of a melting pot are praised. Immigration restriction and anti-immigrant activities are condemned as undemocratic intolerance resulting from job competition and cultural differences. Although the contributions of immigrants are noted, many notable individuals are mentioned without reference to their origins, and the scientists Einstein, Fermi, and Szilard are called Americans.

The origins of slavery are explained by labor needs of Whites. Though culture in Africa is sympathetically portrayed, the issue of transmission to America is ignored. The section on slavery during the 1850's admits the difficulty of knowing the whole truth, and the description of the personality of slaves is certainly controversial: Blacks were "not obedient slaves by nature;" most longed for freedom; some rebelled (Nat Turner) and some ran away (Tubman and Douglass); but many lost the will to better themselves and began "to think like children" and "act like slaves," hardly thinking of rebelling. The migration of Blacks to cities by the late 19th century is compared with immigrants in ghettos: similar poverty, generation gap, and mutual aid, but Blacks faced color prejudice and lack of strong

family tradition for protection. Discussions of Black leadership, civil rights efforts, and cultural expression after the Civil War included: Washington, DuBois, Garvey, Randolph, King, Malxolm X, Muslims and Panthers. Black participation in all U.S. wars and contributions to American music are praised.

Non-European immigrants received much less coverage. Japanese are discussed in the context of the government's "unwise" internment policy during World War II and their own loyalty in military service. Mexicans are discussed as agricultural workers who migrated after the war; injustice to the small group included after the war with Mexico is mentioned, as is the unfair image of Mexicans in the mass media, but Mexican-American participation in World War II was ignored. The Chicano movement is described as a fight against poverty in the Southwest but with problems of unity and self-identity. The difficulties of rural Puerto Ricans moving to American cities after the late 1940's is also considered in the context of contemporary injustice and poverty.

Rating: Good
Reviewed by Historian

review...2

This reviewer has had no occasion to consult a secondary school American history text in over a decade. If *The Challenge of America* is typical of the quality of the present texts available, the merits of such books in the past decade have improved significantly, even though this study is not without its faults. In general, this book meets the requirements of the Michigan Social Studies Act of 1966, in that it recognizes the roles of various ethnic, racial, and religious groups in American society; it tends, however, to be stronger in devoting attention to various groups in United States society than it is adequate in recording their positive achievements. Although the intentions of the authors have been good and their efforts have been diligent, at times there is a slight tendency for non-middle-class Anglo-Saxon groups to appear as intruders from the outside who are problems for the dominant culture in United States society. The authors' difficulty in avoiding this is probably less their fault than it is the responsibility of the kinds of literature that professional historians have made available for the use of textbook writers.

An attractive feature of the book is the authors' treatment of three different American Indian cultures, which helps avoid the typical stereotype of Indian life as that of the Plains Indians as represented in Hollywood westerns. Also, in showing the different kinds of social organizations and values of three Indian societies, the student is able to learn much about the varied possibilities for behavior inherent in humans, even of the same ethnic background. There are a number of sections dealing with Indian history throughout the text and for the most part they are handled with sympathy and understanding.

There is also a good deal of attention to Black history in the text, although possibly these sections could be expanded, given the importance of the subject and the great neglect of it in the past. In the period leading to the American Revolution, Crispus Attucks is mentioned only in a list of men shot at the Boston Massacre; there is no mention of Peter Salem, a Black who fought at Lexington and Bunker Hill, nor of Phyllis Wheatley, one of the earliest of Black-American poets. There is a short paragraph on Black soldiers in the Revolution. As the text goes beyond the revolutionary and early national periods, its treatment of Black history becomes stronger. The section on slavery is well done. There are references to the free Blacks of North and South, but these sections might well be expanded slightly and perhaps made more dramatic with the treatment of such a fascinating figure as William Tiler Johnson. The treatment of the reconstruction period, including the history of Blacks, is ably accomplished. In treating the history of agrarian reform, an attempt is made to analyze the complex relationship between Blacks and Populists.

This book contains a good section on Booker T. Washington, but the treatment of the ideas of W. E. B. DuBois is not quite so clear. The competent handling of Black history is continued during the twentieth century. There is a concluding section of 12 pages summarizing the post-World-War-II civil rights movement, with an emphasis on Black history, but some attention to activists from other groups as well.

This text devotes attention to the history of immigration to the United States, although the treatment of this topic is uneven. There is a tendency to treat immigration by examining the history of specific groups, which sometimes makes it harder to achieve a proper level of synthesis. There is some attention to Jewish-American history at various points in the text, but it tends to involve the background and problems of Jewish immigration, and there is virtually nothing on the substantial positive contributions of this minority.

This text has strength in its comprehensive coverage of American development. There are sections dealing with the history of labor as well as agrarian protest movements. Sometimes, however, the authors fail to develop adequately important topics in their effort to touch fairly upon all aspects of United States history. Consequently, only relatively brief treatment is given to the tremendously important dynamic expansion of organized labor in the 1930's. The authors seem successful in avoiding sexual stereotyping and give attention to such important women as the reformers Dorothea Dix and Jane Addams. The history of the women's rights movement needs better development; in particular the authors missed an opportunity for sexual balance by failing to make better use of the dramatic possibilities inherent in the successful movement for women's suffrage.

Despite these caveats, however, this is a better than average text, suitable for the demanding needs of students in the 1970's.

Rating: Good
Reviewed by Historian

review...3

As a minority person, I am well pleased with this book, *The Challenge Of America*. It is handsome and big and is quite successful in its attempt to use a treatment which will point out the accomplishments of the Black and Indian minorities in America.

The pictures and maps are good to very good and seem to be the latest available. These pictures and maps are well placed in the book, which is important. The time lines are also a good addition to each unit of the book. Perhaps the most interesting sections are called "An Image of American Life," where the book stops and tries to focus in on the section just studied, per pages 422-423, "The Indians and the White Men View Each Other."

To a person who has been teaching American history for a good number of years and being under constant pressure to update the histories in a liberal sense because of the obvious failures of the textbook authors to give a fair presentation of the facts in which the Indian and Black minorities have added to and strengthened our country, one is happy to see at long last a change in the general tone of the presentation where these facts are finally becoming a part of the general history that is being presented to the high school student.

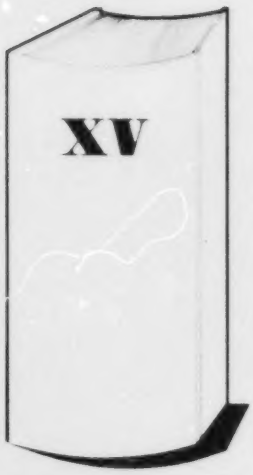
Another interesting change is the authors' treatment of the peopling of the Western Hemisphere, where the students are made aware of the fact that the New World was occupied by several viable civilizations, the Aztecs, Mayans, Incans and, in the north, the Pueblo and Iroquois confederations rather than a few vapid paragraphs on the subject. However, there are weaknesses that could be quite easily corrected; how, "the Pilgrims fell upon their knees and then upon the Indians;" the circumstances of the Proclamation of 1763; the Indian wars; victories and losses in Jackson and the Great Removal, the annihilation of the buffalo; reasons for the failure of the Dawes plan. But the book does give an important overview of the progress and lack of progress of the Indians up to the present day. Their selection of pictures of the contemporary Indians is quite adequate. They also mention a minority that is becoming increasingly important — the Mexican Americans, or Chicanos.

The book is also lax in its treatment of the story of the Blacks after the Civil War, reasons for the failure of the ten percent governments and the Black Codes, reasons for the rise of the Radical Republicans and a fair treatment of the role played in the South by the carpetbaggers and the scalawags, which, I am sorry to say, has not been taken up by many text authors. One would also expect to see a fuller treatment given to the accomplishments of the Blacks as citizens, inventors and writers, although some space has been given which is a big step ahead. One would also expect the authors to do a little research on the number of Blacks shipped to America out of the total number of Blacks shipped to the New World.

In spite of the weak spots pointed out above, I think the book has done a very creditable job in presenting the multi-racial and multi-ethnic aspects of our America. To some eyes there may be oversimplification, but generally there is a good factual covering of the problems even up to our present day. I would like to teach from this book.

Rating: Good
Reviewed by Educator

11/72



Holt, Rinehart and Winston, Inc.
Inquiring About American History: Studies In History And Political Science
Allan O. Kownslar and William R. Fielder
1972

review...1

The textbook for the fifth level Holt Databank System, *Inquiring About American History*, cannot stand by itself. Evaluation must include the entire "system." The publisher lists three components: the student *Databank*, and *Teacher's Guide* and the textbook. The coordinated multi-media materials actually constitute a fourth component. In other words, this is another of the package programs that exponents of inquiry have popularized.

To be sure, the multiple resources and explicit instructional aids do respond to the practical needs of teachers. Make no mistake, however, the instructor is locked into the system. Objectives are rigorously applied, daily lessons are laid out with patterns for inquiry included, AV materials are synchronized, and suggested written assignments are provided. While the variety of teaching strategies and appropriate materials must be described as impressive, it should also be said that the inquiry model represented by this "system" is regimented.

The conceptual framework of inquiry does not lend itself to evaluation of breadth or coverage in the traditional sense. Content is subordinate to process. Since there is no intent to be inclusive, it is difficult to criticize exclusions. Mexican-Americans are not mentioned, though there is a section on Mexico during the age of exploration. The women's rights movements, past and present, are likewise absent. None of the material is addressed to the contemporary problems of ethnic, racial or religious minorities. There is nothing on Black civil rights or ghetto life, and next to nothing on poverty. Only the vaguest impression of cultural pluralism is suggested. But neither is there mention of the First or Second World Wars, the atomic bomb, the New Deal, or a host of other customary inclusions. Man in space appears only on the cover of the text. There is no effort to portray individual minority accomplishments, but traditional heroes also are conspicuous by their absence.

On what basis is evaluation possible for the single purpose of this review? Balance of what *is* included certainly is one criterion. The author certainly is not insensitive to inclusion of multi-ethnic ad multi-racial subjects. Fully one-third of the total material deals directly or peripherally with such topics as the First Americans, West Africans, slavery and emancipation, and the late 19th century experience of urban ethnics. The difficulty is not *total* imbalance; rather, it is an imbalance within and between historic periods.

It may be well and good to inquire about Yoruba funeral traditions in ancient West Africa or about "Camels and Cities" in the Sahara, but what about Blacks in American society since the Civil War? Does the history of the First Americans end with the arrival of the Europeans? Two excellent slice-of-life chapters portray immigrant life in the cities during the Industrial Revolution and tie into the section on Progressivism. But ethnic history ends at that point, insofar as *Inquiring About American History* is concerned.

In a text of 314 pages only 93 are devoted to post-Civil War material and, except for a small portion of the material on Progressivism, only 21 of those 93 pages deal with 20th century history (Unit 12, "Regions of Cities"). Moreover, this entire concluding unit fails to measure up to any part of the Michigan Social Studies Act. The only reference to any minority group in those 21 pages about modern America is a four-sentence statement concerning the movement of Blacks to northern cities. Incidentally, "Great Depression" is a term used in one of the sentences, but it is not likely to be meaningful since that era of our history has not been included. For the section "City Problems Everywhere" in the same unit, the New

York Port Authority and Los Angeles water supply are featured. And, for the section "Building Better Cities," Blacks appear in two of four pictures in the student *Databank*. The text and lesson guide make no use of them.

The author, Allan Kownslar, is not new to inquiry publication. I believe, however, he and his editor might have produced a better book had they momentarily abandoned process and simply asked "is it meaningful?" as they made the difficult decisions of content inclusion and exclusion. Surely additional material of a more contemporary and compelling nature would be more relevant and valuable to students in the 1970's than inquiring into the spelling of Columbus' name, regardless of the skill potential or motiviational appropriateness of the latter strategy.

As a minor criticism, I would quarrel with an impression extant in one of the few examples of hero history. Theodore Roosevelt appears as the champion of Japanese immigrants in the San Francisco school segregation controversy. The subsequent racist Gentlemen's Agreement with Japan is not mentioned in the text or *Databank*. It is described, however, on a Data Master in such a way that students might easily conclude that Roosevelt had only the best interests of the Japanese in mind, his sole motive being to prevent a more oppressive exclusion act. What is the point of inquiry if the data is stacked?

Rating: Poor
Reviewed by Historian

review...2

The *Inquiring About American History* program is encouraging evidence that at least one publisher is beginning to break away from the idea of a single text approach and more to a multi-materials, multi-text program of social studies instruction.

The program attempts to bring out a more realistic view of man and his role as a decision maker.

The text material is a brief reference source of facts and ideas relating to American history and political science. The text material can be used as a brief topical and fact resource in establishing historical evidence of which the student will be attempting to simulate through a process of classifying, comparing, predicting and developing generalizations. Thus, the text is only one part of the program. The reading level of the text relates to average and above average intermediate age elementary students.

The *Databank* is the chief informational source of materials for the students to use in dealing with the historical evidence. The *Databank* consists of films, filmstrips, data packs, cards, masters, charts and simulation games. Although the *Databank* is a good resource, additional material will be needed in order to show relationships to present day events and conditions.

The teacher's guide book provides a skeletal lesson plan for use with the text and *Databank*. Each unit has a list of performance objectives (not really written in performance terms, but the guide states they are performance objectives), concepts and generalizations.

The guide identifies six history concepts and eight political science concepts that the total program attempts to develop with students.

The teacher's guide does not provide additional ideas and possible activities for accomplishing the stated objectives or relating the past events to present day conditions. The majority of the stated activities are for large group instruction.

The *Inquiring About American History* text cannot be used as a page to page and recall of facts with a few oral and written reports, but must be utilized as only one reference source with the *Databank* material in exploring the facts and ideas of past and present history through a process of observation, gathering data, interpretation of data, application of data and application of generalizations.

Strengths:

1. An excellent capsule and guide to linking past and present conditions in American history.
2. Text is based only as a resource and guide not to be used as "the only" social studies material.
3. The material is based on the concepts of performance objectives, although the objectives for each unit are not written in a true performance state.
4. The materials are organized for developing social science concepts, thus conceptually organized around the tools of the social sciences rather than a constant recall of historical facts.
5. Materials, activities and ideas are organized where the student can be provided an opportunity for a successful social studies program, although he may have reading difficulties.

Weaknesses:

1. The text does not deal with the past and present plight of multi-ethnic and multi-

racial groups. The unit on "Settling The New World" is very poor in making mention of multi-ethnic and multi-racial groups.

2. The units on "Slavery" and "West Africa" leave the impression that only the Spanish were responsible for beginning the use of slave labor in the world.
3. The information on slave trade could leave the impression that a few ideas are being written in to show that Negroes were around during the development of American history, but does not state what their contributions were; for example, "Thirty Africans were with Balboa when he first saw the Pacific." There is no mention as to how or what their roles were or why they were along. Also, it mentions that a Negro was the first to see the great Pueblo cities of the Indians in New Mexico, but does not mention the name.
4. In the unit on "Slave Trade," the material leaves the idea that European use of slavery was not so bad. "Europeans only used slaves for housekeeping duties." Only when the slaves were sold to the Spanish and brought to the New World were they really mistreated and lost their freedom.
5. The Indians' involvement and contributions in past history is discussed at great length, but no mention is made of the Indians' contributions or conditions since colonial times.
6. Very little mention is made of minority groups other than the Negro and Indian.
7. The only mention of women's contributions in American history is a picture of Jane Addams with the statement: "Jane Addams, a woman who was working for changes in some parts of American life."

In order to rate *Inquiring About American History* as an excellent resource, the materials and activities must deal more effectively with the past and present contributions and conditions of multi-ethnic, multi-racial groups and reflect more the pluralistic nature of our society.

Rating: Good
Reviewed by Educator

review...3

Americans have always had mixed emotions about our multi-cultural origins. On one hand, we have very proudly acknowledged that we are uniquely diverse in our many ethnic groups. On the other hand, for nearly two centuries we have been embarrassed at the differences that have existed and have tried to force members of these ethnic groups to hide traces of their mixed roots.

Inquiring About American History makes it clear to any reader that every immigrant "group" has to eventually make the required adjustments, although assimilation into American society, at an equal rate or degree, is not always afforded to all groups by society.

The authors do deal with the "melting pot theory" somewhat indirectly, but this approach seems good when there are many examples utilized to contrast the melting pot versus the so called "salad bowl."

Open-ended questions are designed to make students think without slanting their views by the question itself. Most such questions have many correct answers and are excellent in building a student's positive self-image. Not nearly enough such questions are in this text.

In general, this book has one disadvantage. This one-volume text covers such a large span of time that some chapters inadvertently remain superficial in nature. For example, any text that spans a discussion of "Did the Vikings Arrive Before Columbus" to the "American Megalopolis" has undertaken an extremely large amount of material to cover.

The narrative is exciting, the reading level low, and the photographs are colorful and well chosen. Combining actual photographs with drawings helps to lend a variety that beckons the student far away from boredom.

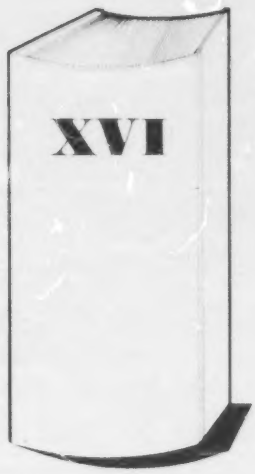
The *Databook*, as well as the *Databank*, are both examples of an organized prepared "help" for teachers. The reviewer, being realistic with school systems' approaches to buying, could not help but wonder if this book would be equally as effective without the *Databook* or the *Databank*. As the teacher's guide is written using both resources, it would be difficult to decide, on a limited budget, which would be most helpful to teachers.

The authors of this text did not find it necessary to take a stand on such an important moral issue as slavery.

The treatment of minority groups is overall good. The plight of the Black American and the American Indian, as it exists today is not adequately discussed. Chapter 12, which deals with the "Regions of the Cities" could well be a place to re-examine multi-racial views as they exist in the cities today.

The reviewer would be very enthusiastic in recommending this book for use in the public schools.

Rating: Good
Reviewed by Educator



Laidlaw Brothers
Challenge And Change — United States History: The Second Century
Harold H. Eibling, Carlton Jackson, and Vito Perrone
1973

review...1

One purpose of *Challenge and Change* is "to present a clear, unbiased account of the role minority groups in the . . . development of the United States." Measured by the Michigan Code the authors have indeed made a noble effort. The social theme received particular emphasis and total multi-ethnic coverage — pictorial, graphic and written — is impressive.

Present-day problems are neither avoided nor glossed over. Such topics as tensions in human relationships, the process of denial of rights, the absence of economic opportunity for many Americans, slum life, and poverty in the midst of abundance are included. Notes of caution appropriately accompany discussion of American accomplishments, pointing out groups largely excluded from the benefits of those accomplishments. In addition to the more traditional inclusions, references to less well-known contributions by various ethnic groups and individuals are numerous.

The authors employ the exploitive-discriminatory nature of society as their model. Unfortunately, except for Blacks, they do not venture beyond to the cultures of the masses of individual minority groups they mention so often. Similarly, while racism in education is exposed, the more subtle use of public education for social control is not explored. Women in American society are treated more adequately than in many texts, although present-day "lib" does not come throuch clearly.

Attempts are made to introduce students to historical interpretation. Thus, an "Investigation — The Roots of the New Deal" (pp. 316-329) presents a variety of views. But no New Left criticism is included, and for the most part the questions are old fare. In fact, old interpretations abound throughout. One example is the painfully limited account of the Radical Republicans during Reconstruction. Surely, the Dunning view is not intended, but there it is. The Black Codes are not mentioned. The authors acknowledge that "many historians today say that the Reconstruction governments were not completely bad," (p. 28) but no supportive data clinches this faint praise.

Obviously there is a limit to what can reasonably be included, but this reader tired of superficial generalizations. In spite of an abundance of purportedly motivational paraphernalia, the book lacks contextual motivating accounts. The slave trade is described as "brutal" (twice, on facing pages) but middle passage is missing.

More serious is the chaotic organization. The framework is thematic, with the chapters within each unit treating separately politics, economics and the social scene. The authors fail to control the confusing overlap inherent in this approach. Since the book is intended as a second volume in a two-year course, the inclusion of late 18th century events and a cursory treatment of the 19th century to Reconstruction is incomprehensible. This early section is a patchwork. The Civil War appears ten pages after "Foundations, 1776-1789." Two chapters *after* the inadequate treatment of Reconstruction, the forced migration of Blacks is mentioned with a brief survey of slavery, 1619 to the Thirteenth Amendment.

The reader next proceeds to the 1870's and is told that "On the whole, Americans . . . had more leisure time" than their forefathers (p. 47). This statement is repeated almost verbatim two pages thereafter. An investigative chapter, incredibly out of context, follows ("Steps Toward Federal Union"). Later, a hint that many workers in 1870 and onward may not have acquired additional leisure time appears (p. 71), but the reader is reassured that greater leisure time was indeed a fact (p. 115). Inevitably the authors reveal that in the industrial order "Generally, people worked

long hours . . ." (p. 171). No clarifying reference to leisure is included. Worse, the theme of social injustice — particularly well done vis-a-vis the Michigan Code — appears in this unit as an afterthought to the discussion of the Progressive movement. No unifying thesis ties the threads together.

A similar muddle is evident in the piecemeal discussion of urban political machines. The suggested answer (Teacher's Edition) to the question "How did political bosses maintain power?" (p. 76) is *corruption* (p. 130). There is no mention at this point of urban growth, ethnic politics, or the relationship of machines to the new urban masses. Later answers (pp. 107 and 144) to further questions put the topic in better perspective, but the total impression of the presentation remains clouded. These organizational difficulties with a concomitant lack of clarity in every unit, severely detracts from the really fine multi-cultural thrust of this book.

Finally, the claims of concept development, skill building and inquiry are undermined by the many *factual recall questions* contained within the content. The familiar Emma Lazarus poem is used to introduce "A Time of Prejudice and Discrimination." Imagine my chagrin after reading about the loss of land by the first Americans and the loss of political rights by Blacks, to be asked the question "What nation presented the Statue of Liberty to the People of America?"

Rating: Good
Reviewed by Historian

review...2

Some current social studies books make criticism singularly easy; their biases and omissions are obvious. *Challenge and Change* is an exception. The critic must examine it carefully and extensively if he/she wants to include something other than applause in the review. Usually, one is inclined to ignore the enthusiastic claims of the publisher — after all, he wants to sell his book; but *Challenge and Change* appears to be much as it is described. It is interdisciplinary, concept oriented, and investigative. It utilizes many opportunities for primary materials. Its charts, tables and graphs should help the student perfect old skills and learn new ones. Two features, "Study in Depth" and "Linking the Past to the Present," should do much to stimulate interest in history.

The closest one can come to a major criticism of this book is in its treatment of women. Only six feminine names appear in the index. It is interesting to note, however, that these six represent a spectrum of talents, crusader to businesswoman. The references to women's rights are sometimes brief (as in the account of the Progressive movement) but most of the time the authors use opportunities to include material on women. In the final chapters of the text, no mention is made of the most recent demands for action, nor of the women who are making these demands. Women are preempted by environment and international relations.

Where the Black minority is concerned, *Challenge and Change* corrects most of the old historic inequities. Contributions by artists, entertainers, and sports figures are highlighted. Black gallantry in war is noted. The often overlooked Dr. Charles Drew is properly credited. The drastic effects of prejudice and discrimination are clearly presented to the reader. One might have hoped for some primary material on slavery, some names of prominent Black political figures during the Reconstruction period along with some specifics of the "number of good things" that Reconstruction governments accomplished, and some credit to Black inventors. What material is presented is well done.

The exploitation of the American Indian is given more than a "once over lightly." Much of what is said about the U.S. policy toward the Indian is objectively done. Although in one place we are told that the Indians "agreed" to abandon their land when it should have said 'tricked," the subsequent account of Helen Hunt Jackson's book sets the record straight.

The accounts of U.S. involvements in Central and South America are much less pro-American in this text than they have been in the past. The students who read this account will be better able to understand anti-Americanism than the students of previous time. There are a number of references to the plight of migrant workers and the poverty conditions facing Spanish-speaking peoples. There is no major reference to the Chicano movement and its leaders, however.

Politics, econimics, and geography have always been an integral part of American history textbooks. *Challenge and Change* happily blends these with sociology, anthropology and humanities. It is provocative and should challenge the student to analysis. More than this, it is a moral book; it should go a long way in helping the student assess what the United States has done and what it should be doing.

Rating. Good
Reviewed by Educator

review...3

This is a book which focuses mainly on the public policies of government and the economy. Ethnic diversity is treated almost exclusively in the context of social problems. Even the religious culture of Native Americans is inadequately treated. Thus, the Social Gospel is mentioned in connection with reforms but not as a Protestant movement; the modernist-fundamentalist conflict is completely ignored; prohibition and nativism during the 1920's are merely separate episodes unrelated to the efforts of native Protestants to preserve their traditional values. The publisher's claims about emphasis on a multi-cultural and multi-ethnic society are not met because ethnic culture is not a major part of this book, whose format shows "minority groups" suffering and gradually overcoming intolerance and poverty without being active participants in the society.

Indians are treated as victims of White Americans, who took their land and destroyed their culture. The book asserts that both groups were capable of great bravery and horrible cruelty while Indians fought to keep their land from greedy Whites. Although laws which forced the "Red men" to give up their tribal life are condemned and laws which strengthened tribal life are praised, the book completely neglects to describe Indian culture. The whole discussion is from the external perspective of Whites.

Immigrants, according to the authors, added important elements to the American social structure, and until the 1880's most Americans welcomed them. During the 1880's, this "democratic attitude" of the nation as a "melting pot" was abandoned as native Americans blamed immigrants for job competition, labor violence, radicalism, and slums. Battling poverty, prejudice, and lack of skills, the immigrants gradually won acceptance, and some of their values and traditions (e.g., St. Patrick's Day) became American values and traditions. However, practically no attention is given to the circumstances and culture of major immigrant groups, and few notable individuals are identified as immigrants (many fewer than notable Black individuals). After the pervasive emphasis on assimilation, unconvincing are the assertions that many historians deny that the melting pot ever worked and that cultural pluralism is a strong trend of the early 1970's.

The book makes a greater effort to discuss Blacks than it does any "minority group." Notable individuals in literature, entertainment, sports, government, and civil rights are discussed. Perhaps in a misguided effort to be fair, the book refers to "Blacks and Whites," without a rationale for its system of capitalization. Focus seems to be on the migration of rural southern Blacks to northern cities and their struggle against poverty and discrimination and adjustment to new life styles; the great maiority had little opportunity for economic success and security during the late 19th century but some did achieve progress in education and business ownership. Despite their military service during World War I and contribution of their African heritage to popular music, Blacks suffered from riots, discrimination, and exclusion from most labor unions until the CIO during the 1930's. By then, the New Deal gave relief to the poor and appointed the "Black Cabinet." During and after World War II, the migration to cities and racial tension continued, but advances were made in civil rights, desegregation, job opportunities and incomes. Blacks now appear in TV commercials and programs. This emerging success story is illustrated by the types of Black leaders and organizations mentioned: Washington, DuBois, Randolph, Bunche, King, NAACP, CORE, SCLC are included; Garvey, Muslims, and Panthers are not.

Other minority groups are discussed mainly in connection with their struggles against poverty and/or prejudice during and since World War II. Despite mistreatment by the government, Japanese-Americans, and despite discrimination, Blacks and Mexican-Americans proved their loyalty by wartime military service. Blacks, Mexican-Americans, and then Puerto Ricans continued to migrate to cities after the war, facing difficult adjustment to the fast pace, impersonality and slums. All these are identified as part of the contemporary problems of poverty and lack of education. Though reference is made to efforts by Blacks and Indians during the 1970's to revive and strengthen their cultures, there is no reference to the Chicano movement. On the whole, the treatment is typically superficial and indicative of the focus on social problems of minorities rather than on their distinctive cultures.

Rating: Poor
Reviewed by Historian

J. B. Lippincott Company
The Search For Identity: Modern American History
John Edward Wiltz, 1973

review...1

John Edward Wiltz has sought to make *The Search For Identity* informative, interesting, relevant and pertinent to students of varied background and abilities, and to incorporate therein the methodology and behavioral goals of the "new social studies." This is a large, albeit desirable, order. Happily, Wiltz is very successful in fulfilling some of these goals; whether anyone could do so in any one book is extremely doubtful.

The strongest feature of this book is the author's graceful integration of black history with what is normally labelled "mainstream" American history. The record of Black Americans here presented is neither a mere appendage nor the tale of a few leaders. Moreover, the record is generally consistent with current historical literature. "Black" reconstruction, the origins of Jim Crow, and the position of the Blacks during the Progressive and New Deal eras are cases in point. One might wish the author had utilized Gillette's *Right to Vote* before asserting that the Fifteenth Amendment aimed at the protection of voting rights for southern Blacks or had weighed Truman's rhetoric against his accomplishments under the executive power, but these are minor points.

The reviewer is compelled to express some stronger reservations pertinent to the author's general intent to write history which is relevant and conceptually oriented, as well as integrated. Racism as a concept is not properly explored. To be sure, Wiltz does at one point relate the position of the Black in American society to the notion of biological inferiority. But Blacks were not only considered biologically inferior as were, for example, eastern and southern Europeans; they were considered sub-human. Had he explored this concept, he would not have contended that Blacks were viewed as inferior by White workers *"because of the Negro's former servitude."* Slavery was the badge of inferiority, not its cause. It is the concept of racism, not the knowledge of slave status, which provides the key to understanding the continuing racial conflict within our society.

The events of the recent civil rights revolution are related, but there is little attempt at analysis — a problem endemic to most of the post-World War II topics. The author might have evaluated the relative contributions of Black economic progress, organizational force, and the imperatives of domestic and world politics to the movement; he might also have attempted to account for the fragmentation of Black leadership. Finally, he might have been somewhat more definitive in his consideration of the judicial role in this era.

The American Indian is treated sensitively, though briefly. Because *The Search* emphasizes modern history, Wiltz provides a useful retrospective on Indian-White relationships in the early period. He notes cultural differentiations among the tribes and relates a number of representative episodes in Indian history. The development, and failures, of the Dawes Act and the Indian Re-Organization Act are cited, but, unfortunately, coverage of the subsequent years is confined to a brief statement that, in the 1970's, the problems still exist and the search for solutions continues. There is no indication of early or modern pan-Indian attempts to resolve the difficulties.

Wiltz's sketch of immigration is a welcome departure from the usual stereotypical versions of the "old" and the "new" immigrations. The immigrants have diverse ethnic and religious identities. The problems which impelled their passage, the discrimination they met, and the disillusionment which often was the end of the immigrant's dream are perceptively spelled out. One regrets that the author fails to introduce the concepts of assimilation and cultural pluralism, and to give more explicit recognition to the

individual and collective contributions of these Americans.

The author briefly recognizes Chicanos and Puerto Ricans with the inclusion of post-text statements of identity by representatives of these cultures, along with Black and Indian representatives. The statements themselves are valuable for their directness in illuminating the status, problem, and aspirations of these Americans, but their ultimate effectiveness is dependent upon the total integration of the history of these cultures with the majority. Puerto Ricans are treated in a one-page subsection on the Spanish-American War which depicts the changing political and economic status of the island from 1900-1969. The text leaves the student totally unaware of the existence of Chicanos, save for the statement by Richard Orozco.

In the quantitative sense, women fare a little better than Chicanos; qualitatively, they fare somewhat worse. Except for three individuals and the wives of the presidents, women had no identity until the need for sweatshop labor developed in the late 19th century. There is no mention of women's participation in the humanitarian movements of the pre-Civil War era nor in political movements such as Populism, nor of the scope of the early women's rights movement. Frances Folsom Cleveland is identified as Cleveland's wife, the daughter of his former law partner, and the first woman to give birth in the White House; her name is not mentioned. We are told, with tidy logic, that the economic independence gained in industrial and clerical employment led to a precipitous rise in the number of divorces. This ignores the reason why most of these women worked (mainly, family subsistence), the paltry economic leverage these jobs gave them, and that divorce at this point was essentially an upper and upper-middle class phenomenon while work outside the home was not. There is no mention of the ill-fated Equal Rights Amendment of the 1920's, the direct predecessor of the pending amendment. "Women's lib" does find its way into the concluding chapter, but there is no attempt to illustrate the extent of the discrimination, economic and otherwise, which gave rise to the movement, nor to relate it to the search for a truly equal society.

Despite these reservations, this reviewer would still rate *The Search For Identity* as a sincere and often successful effort at balancing and integrating the history of the United States. Perhaps future editions will build upon the positive foundations which have been laid.

Rating: Good
Reviewed by Historian

review...2

In some respects *The Search For Identity: Modern American History*, by John E. Wiltz, is a conventional narrative textbook, but it is an especially strong reading of United States history designed for use in high school history courses that emphasize the last 100 years of American development. For that reason, the colonial period through the 1850's is covered in slightly more than 100 pages while the post-Civil War events are covered in 700 pages.

Brevity imposed many limitations on the treatment of early events, but Wiltz appears to have surmounted them with skill. Teachers will, however, need to elaborate the cryptic statements of causation in such cases as "Then *came* the movement for abolition" or "the *inevitable* class of arms" in 1995 (my emphases). Organization and operations in the first and second party systems need attention as do Nullification and the Compromise of 1850 if they are to reflect the best recent scholarship on the subjects.

But beyond these relatively minor problems, the narrative and analysis gain strength from the fuller treatment and as they approach Professor Wiltz's own area of specialization. The work on the Civil War and Reconstruction, for example, confronts the issues of the period directly and there is no pandering to local or regional biases in this reading. The work is similarly strong on other difficult issues on which so many writers of high school textbooks temporize: Nativism, the KKK, lynchings, Japanese detention, Yalta, McCarthyism, drug abuse, and the Peaceniks. Overall, the quality of the scholarship is high and the writing both vigorous and felicitous. By skillful use of biographical sketches and full introductions of important characters, the tensions and conflicts among participants and events come clear as do the subsequent judgments of historians about the meanings of those events.

The Michigan Legislature's hope that history texts used in the State will reflect a fair and scholarly treatment of various ethnic groups and minorities is justified in this book. Blacks, women, Jews, Chicanos, Puerto Ricans, Indians, the poor, and many other groups get full attention, and the particular strength of this text is that Wiltz has done an integrated reading of America's "salad bowl" past. Wiltz presents Blacks as more than "white men in black skins," and he does not hedge at all on Black-White relations. Students will find a clear statement of the sellout of Blacks

for political expediency in the election of 1876 and the subsequent institutionalization of racism. He leaves no doubt about why battles already fought once in the 19th century must be refought in their own lifetimes. The work on Indians is equally thoughtful, and Wiltz is neither apologist nor patronizer in his treatment of Indian-White relationships. This book cuts through the stereotypes and one finds it peopled with all kinds of men and women — some wise, some foolish, some ambitious, some lazy, some humane, and still others exploitive.

The exceptions to the integrated reading of minority history are three statements from contemporary spokesmn for Blacks, Indians, and Puerto Ricans. The statements would not have fit easily into the narrative — indeed, they would have been a distraction — and they have wisely been included as appendices where they form an even sounder basis for a comparative study. Maps are by and large also presented as an appendix and in atlas form. The cartography was done by the Hammond Company and conforms to my biases about the appropriate use of historical geography and cartography in a text. A third appendix contains statistical data which may be used as still another kind of evidence to test or support hypotheses or be used for skill training in chart interpretation and statistical analysis.

The illustrations in this book deserve comment because of the apt selection and the high-quality visual presentation. Not only are they attractive, but they also are accompanied by some of the best captions I have read. Clearly the addends to the narrative of this text constitute useful furnishings, and there is little padding.

The publisher supplied a teacher's edition of the text which merits a word or two of commentary. The notes open with a thoughtful statement by a practicing historian of what history is and how one pursues it. There are suggestions for using geography, biography, and concepts, and useful statements about methodology. I would question the equation that history equals the past (just as I dissent from the equation that biology equals nature), and the section on concepts is jargonized and I believe misapprehends what concepts are. But the concluding statement which is designed to make history meaningful even to students who dislike history will be useful to teachers who have not recently rethought the issue.

In conclusion, I like the book. Wiltz has written soundly and suffused the narrative with power. The work reminds one how valuable the quality of unity can be — unity only a single author can provide. This is a sophisticated text and not everyone will be able to read all of it, but I prefer it to the spate of reading "gimmicry" which tends to dull more than illuminate. I recommend this book very highly.

Rating: Excellent
Reviewed by Historian

review...3

Lippincott's *The Search For Identity* is a formidable collection of historical facts; and except for the student who has a deep and abiding interest in history, generally speaking the teacher would need to do a great deal of motivating to get students interested in this heavy volume. Page follows page of gray prose, and one can imagine the indifferent student plowing to the end of the day's assignment with one thought in mind — to get through it.

However, in spite of the somewhat forbidding nature of the book, it is in many ways highly commendable. The early part of American history is covered rather briefly in the first 100 pages or so of the book; but from the Civil War on, the historical events get full and sometimes even brilliant and insightful treatment.

One is struck mainly by the inclusion in this book of many events that in the not too distant past would have been taboo for textbook writers. The plight of the poor and dispossessed receives full treatment, and where America was in error, those errors are fully explicated. For example, when the author discusses the great period of immigration during the turn of the century period, rather than following a "Give me your tired, your poor" point of view, he makes it clear that most immigrants had a very difficult time when they came to this country. And, rather than trying to help the immigrants when they arrived on these shores, social forces and institutions seemed to be determined to give these new arrivals as much pain as possible. Hence, this textbook includes a heading, "The immigrants are socially rejected" — and, therefore, the "dreams of the immigrants came to an end." A far cry from the usual treatment of immigrants in history textbooks.

Further, in discussing the Reconstruction period after the Civil War, the author says that the newly freed slaves did have trouble in many cases with the responsibilities of citizenship because of the high degree of illiteracy among them. But on the other hand, the author points out, many other people in the United States — not just the freed slaves — were also illiterate.

The Black American receives very full treatment in this book — not only in terms of the past, but in regard to the present as well. Thus, the reader sees James Meredith enrolling at "Ole Miss," and the author describes the horror of such episodes. Further, the reader is made to see, too, why Blacks and other minorities have waged protest struggles. We read about the poverty, the forces of racism, the lack of equal opportunity at all levels.

Other minorities do not fare quite so well. Although at the end of the book we are presented with a number of excellent essays (A Black American Speaks, A Puerto Rican American Speaks, An Indian Speaks, and A Mexican-American Speaks), Chicanos and Indians do not appear in the text itself as much as the Blacks. When one looks in the index of the book under Indians, he notes that almost all of the listings are references to early American history. The word "Chicano" does not appear in the index at all — a curious omission, especially considering the fact that there are many listings in the index under "Black Americans." Women receive short shrift. It is obvious the author did not have any thoughts about "women's lib" in mind when he wrote this book. Two short paragraphs do appear on this subject on page 770, but to a reader concerned about women's affairs, this clearly will not suffice.

This is a massive book — obviously not for the poor reader. But it surely does represent a distinct departure from the traditional American history textbook, where all matters of controversy were avoided, where minorities seldom appeared, where America was essentially a perfect union with only minor flaws. A considerable accomplishment.

Rating: Good
Reviewed by Educator

Scott, Foresman & Company
Promise Of America:
The Starting Line
Struggling For The Dream
Breaking And Building
Sidewalks, Gunboats And Ballyhoo
An Unfinished Story
Larry Cuban and Philip Roden
1971

review...1

The Promise of America is an instructional package for high school American history programs developed and published by Scott, Foresman. This program has three major themes: (1) "The history of America is a history of change;" (2) "The struggle for the American dream has been a driving force in American history;" and (3) "The history of America is a history of people of different backgrounds." This material was developed for under-achievers in grades 9-11. *The Promise of America* program contains five paperbound books for each student, a teacher's guide called *Teacher Tactics*, and five documentary films produced by the publisher.

The Promise of America program is attractive, well developed, and innovative. It focuses mainly on people and how events and environment have helped to shape the American people. It hopes to provide each learner with an opportunity to learn about history by "identifying with the people who made history." Moreover, this program is written at an appropriate reading level, although it is a bit higher than the publishers claim. Other important aspects of this high school American history program are that the materials are written to promote inductive learning, and help the learner to process information as well as grasp concepts. Another important facet of this program seems dedicated to the proposition that skill building is very important.

The selection and utilization of art is another very salient factor contributing to the excellence of this program. In the first place, the books are very colorful and profusely illustrated. At the beginning of each book there are at least twelve pages dedicated to showing the art of the particular periods covered in that book. Another excellent example of the use of art was the cartoon "Road to Freedom," which depicted the Black man's futile excursions up and down this road. This cartoon was well done and thought provoking.

The Promise of America program stands up well in terms of the criteria established for textbook selection by the State Board of Education. This program dealt with the multi-ethnic character of the American experience in several ways. It focused upon the multi-ethnic character of our nation in a thematic way. One major and recurring theme was that of the "American Dream" and how it was experienced and perceived by various ethnic groups. In one segment the authors told of the dreams of five immigrants to America and then compared and contrasted it with the deferred dreams of Black Americans and the dream espoused by the late Dr. Martin Luther King. In another segment of the program, the national origins of Americans in 1790 were discussed in an attempt to show the development of social stratification.

The first Americans were handled with dignity and sensitivity. The authors tried to show that American Indians, like Africans, came from different nations and tribes. They went into great detail to show how the American Indian cultures were shaped by their varied environments and how it was the desire to control this environment that brought on the confrontation between red and white. And, just as the authors had done throughout this program, they used the events of the past to show how "Red Power" was attempting to redress these conditions.

Spanish-speaking Americans were not given as much space as they should have been given. There was, however, a segment about Mrs. Gomez in an attempt to show our continual need for constitutional guarantees. The plight of Spanish-speaking Americans were intertwined in discussions on labor, poverty and agriculture.

The authors have done a more than adequate job in developing material that will evoke some concern for the plight of minorities. This innovative program also did an excellent job of developing concepts and using these concepts as tools for building an understanding for major problems in American society, e.g., the concept of reform is used to examine labor, poverty, agriculture and urbanization, and imperialism.

This Scott, Foresman program did much in the way of reflecting the multi-racial character of American society. It focused mainly upon the Black and White American but provided adequate treatment of the Indian and Chinese portions of our population. After decades of textbook developers' apologetic and cowardly writing about slavery, it is refreshing to see how slavery is at last being condemned. These writers did it not by preaching and moralizing about it; they did it by amassing data and bringing it to bear on the practice in a segment called "What was slavery like?" Then they used this as a vehicle for illustrating the scars of slavery.

In the development of this program, the Black presence in America was carefully interwoven in the whole fabric of American history. There is even a comparison of slavery in North America to that in Latin America.

These books did reflect the pluralistic character of American society, but did not reflect the multi-religious nature of our society as well. They noted the importance of religion to colonial Americans but did not go into religion *per se* in any great detail. The authors did write about the Mormons but mostly from the standpoint of their religious persecution and the general lack of religious tolerance in America at that time.

Although the women's organization NOW may not feel as though the authors' treatment of the role of women was adequate, this writer does. Women were treated as their roles were perceived in a particular time in American history. The authors did pay attention to the changing behavior and role of women in our society.

There were many things that we liked about this program. We liked the vignettes, such as "The Fastest Runner on Sixty-First Street," the imaginary conversation between a Black father and his son about the worth of the Civil Rights Movement. We liked the treatment of the German soldiers at Stalingrad. They were treated like frightened soldiers rather than defeated robots or supermen. There was some compassion there! The treatment of Jews in Hitler's Germany and of Hiroshima were compassionate and thought-provoking. We were pleased to discover that there were simulations and games involved in the program, because we feel that simulations and games are excellent but neglected learning strategies.

These are not the traditional social studies books, but they are sorely needed to fill an educational chasm. I hope that these books will not only be used in the cities, but also in the suburbs. Learners in the suburbs need this kind of non-threatening exposure because they may never come face to face with some of these problems. Moreover, they will be voters and will have to vote on issues reflected in this high school history program and hopefully they will vote from a basis of knowledge as to what is best for the common weal rather than from fear.

This program is not teacher-proof. We wonder what kind of arrangements can be made between the publisher and a school district for in-service training and consultant service in how to use these materials for optimum utility. We feel that many teachers will need affective as well as cognitive inputs in order to maximize the learning experiences that are possible by using these materials. We happen to believe that a teacher is the most potent and adaptable force in the learning process, but he/she must be trained and given an opportunity to unleash this awesome potential.

Rating: Excellent
Reviewed by Educator

review...2

By traditional standards, *The Promise of America* is not a textbook. It is a series of five paperbacks, each approximately 175 pages in length, with three units or topics to each volume. Every volume is richly endowed with colored pictures, charts, graphs, diagrams, and maps. These visuals are an integral part of the written material and provide, for both teachers and students, additional dimensions for learning about history. According to the manual, the Dale-Chall Formula has been followed to employ a vocabulary level for under-achievers in grades nine to eleven. However, because of the innovative nature of the organization of the books, their reading level, the fine visuals, and an excellent teacher's manual, the set will probably also find use at the level of junior high or middle school.

Although a chronological framework has been followed throughout the series, the authors have not attempted to include every event from the American past. Instead, they have utilized the postholing technique to organize their story

around the central theme of "The Promise of America" and what that promise has meant to the different people who compose the American nation. Many of the units include both fiction and non-fiction from the past and from the contemporary scene. The results are a mixed blessing. While such postholes as "the Colonial era, the Constitution, and the New Deal" are deep enough to provide in-depth treatment, others are quite shallow, providing superficial and sketchy treatment of such topics as antebellum reform, the growth of the city, World War II, and the Cold War. It would appear that the reasons for some superficiality can be attributed to the laudable effort of the authors to present past and present in an analogous fashion, to draw those analogies from the realm of student interest and experience, and to keep the narrative in manageable form. There is no question that many of the set's fictional and non-fictional examples from the present are relevant to today's youngsters. That some of those examples are analogous to problems of the past and can provide interactive learning between past and present, as well as reinforcement for learning about the past is to be doubted. For example, the question of the right to privacy of a person on welfare, as illustrated by the case of the fictional Mrs. Gomez, is certainly a problem which is relevant to today. The analogy between those privacy rights and the Writs of Assistance questions, as typified by the roles of James Otis in the American Revolution, seems forced.

Through the use of fiction, non-fiction, pictures, charts, poetry, songs and narratives the authors demonstrate that they have made a conscious effort to portray the pluralistic nature of American society. People from many different racial, religious, ethnic, age and sex groups are depicted. The most extensive coverage is afforded Black Americans and Indian Americans.

The depiction of Black Americans, while good, is uneven. The quasi-free status of Black Americans in the colonial period before slavery was institutionalized is mentioned. Slavery is examined through the words of travelers, slave owners, slaves and ex-slaves. The unequal position of free Blacks in the antebellum North is recognized, as are Negro cowboys, Blacks in the Civil War, and Blacks in Reconstruction. Black leadership in the Civil Rights struggle of the recent past is also highlighted. There are quotations, descriptions and pictures of Martin Luther King, Stokely Carmichael, Ralph Abernathy, Jesse Jackson and the Black Panthers. The authors present a more varied picture of Blacks than that conveyed by some earlier texts. However, where previous accounts tended to picture Black slaves, athletes, musicians, and inventors, this text emphasizes the role of early Blacks as slaves and as mistreated free northerners. Present-day Blacks are either poor, or leaders of protest movements. It would seem that there should be space in a textbook for a more balanced treatment. The text is also deficient in its coverage of abolitionists, both White and Black. It must also be noted that the contributions and achievements of Black women throughout all periods of American history are all but ignored.

The coverage afforded the Indian American is substantial. Maps, pictures, and text are combined to portray them as having been diverse in culture, language and occupations. The culture of the Plains Indians is especially highlighted. The extinction of the Indian American's culture and the near extinction of the Indians as a people are clearly and forthrightly presented. The clash of cultures, the broken treaties, and the unsuccessful attempt of the Cherokees to survive in the East by adopting, with the aid of missionaries, the culture of the White settler is touched upon. The present Red Power movement is discussed, but in an inadequate fashion, and should be updated and expanded.

Although other members of our pluralistic nation are discussed, they do not receive the amount of space and description given to Black Americans and Indian Americans. They should receive more attention.

The objections which have been raised are not meant to indicate that the books are inadequate. They can be easily remedied in future editions. There are too many positive features in the series and its manual for it to receive a low rating. In the hands of a competent and enthusiastic teacher, the texts can add zip to the teaching of history and can help make learning a stimulating and enjoyable experience. It must be pointed out that a textbook, after all, is a teacher's tool and not a teacher's panacea. As such, this set of textbooks has many admirable qualities.

Rating: Good
Reviewed by Historian

review...3

The five paperbound books of the Scott Foresman high school social studies series, *Promise of America*, are appropriately illustrated and well organized. They utilize many primary source materials and first person accounts which are presented in varied and visually-appealing layouts. The subject matter is inclusive and adequately covers the major factual historical

events of the United States. The Pluralistic, multi-racial and multi-ethnic nature of society is recognized in print and picture. The teacher's guide allows for "unknown" and "opinion" answers. It also reports the language and reading level as "seventh to eighth grade." The materials involve the reader by focusing on people-event relationships. Minority opinions held by either majority or minority groups are presented.

Has this reviewer, like Columbus or Aldrin, Armstrong, and Collins, discovered a new world — the perfect social studies text? Well, not exactly, but she has found some new landmarks in the old world of textbooks.

The Promise of America starts with the American Dream — a Frenchman's dream in 1782, a Swede's in 1850, a Norwegian's in 1866, a German's in 1890, an Italian's in the early 1900's, some modern teenagers' dreams and Martin Luther King's 1963 dream. It carries the dream from *The Starting Line* of Book I to its unfinished and imperfect present without neglecting the visions of most ethnic groups, racial groups, religious groups, the poor and unskilled, or women. It utilizes eyewitness accounts, maps, charts, historical facts and interpretations and cartoons to do this. All invite the learner to become involved, to question, to search for his own answers.

The weaknesses of the series are serious, however, in terms of the target students — those called in the teacher's guide "under-achievers, low-achievers, reluctant learners, and slow learners." While avoiding the pitfall of "talking down" to the student, the books utilize seventh and eighth grade reading levels and fairly sophisticated language. If the current estimates of fifth grade as the average reading level of the average high school graduate are accurate, then these books would be more suitable for regular than for under-achieving classes.

Books 1 through 4 where the authors, Cuban and Roden, discuss historical happenings of the past are superior to Book 5 which reports the present. The difficulty of dealing objectively with history in the making appears in the precursory treatment given to the issues selected for inclusion. The fact that the roots of these issues as well as some of the issues themselves are covered in Books 1 through 4 does not lessen the criticism that they need to be covered in greater depth in the *Unfinished Story* book. They are the part of the story to be continued.

Perhaps the difficulty in reporting history as it happens is the reason for the inclusion in Book 1 of a fictitious account of the creation of a new government in an imaginary African nation with invented tribes. Borka with its Dudas, Lakalis, Kan-Kans and Woodzies smacks a little of the Bunga stories to which children were exposed in the 1950's. The primary source, authentic style of the series would be enhanced if the hardships and heartaches of some of the real emerging African nations were reported in first person, eye-witness accounts with photographs. Surely there are similarities between the American Revolution and some of the rebellions of the present!

The time-machine concept — from the present to the 1770's from the 1960's to the 1860's — is both refreshing and disturbing. It is refreshing in that it shows the similarities in people's conduct whenever they get together to act. The causes of history, then, are seen as people and their responses rather than uncontrolled or uncontrollable events. The concept of human choice made with human dignity is clearly perceivable. However, the jump from now to then, particularly in Books 1 and 2, is disturbing in that there is no clear line from one period of time or from one event to the next. Possible confusion over the time sequence of history could result if the reader has sparse background or skills.

Another possible area of confusion is the space allotted to various minorities. If the authors meted out words and pages by population, their grades in history would be no higher than D's. If they used the influence of the minority on the happenings of today and yesterday, they would still get D's. Since the reviewer is not familiar with the criteria for ethnic-racial-social inclusion, she can only point out that Mexican-Americans have a total of six pages in the five volumes and are totally omitted from three volumes, one of which is Book 5 which focuses on present-day happenings. Blacks, Indians, Jews, Italians, Irish, women — even cowboys — fare better. Chinese Americans, Puerto Ricans and Mexican-Americans are easier to find in most communities of this nation than in this book.

Despite its weaknesses, this is a worthwhile social studies textbook. It is interesting. It involves the reader. It is about all kinds of people. It presents facts and insights in a 1:5 ratio. It breaks American history into student-sized pieces. It encourages problem-solving and inquiry-oriented thinking. If more books of its caliber were used with "normal" fifth and sixth graders, there would be fewer under-achievers to use them in high school.

Rating: Good
Reviewed by Educator

APPENDIX A

TEXTBOOKS REVIEWED FOR 1974 STUDY

Addison-Wesley Publishing Company, *People in America, The Taba Program in Social Studies*, Kenneth G. McVicar and Patricia Hardy, 1973.

Allyn & Bacon, Inc., *Concepts and Inquiry — The Making of Our America; The Metropolitan Community*, Educational Research Council of America, Social Science Staff, 1970.

Allyn & Bacon, Inc., *The People Make a Nation*, Martin W. Sandler, Edwin C. Rozewenc, and Edward C. Martin, 1971.

American Book Company, *History: U.S.A.*, Jack Allen and John L. Betts, 1971.

American Heritage Publishing Company, Inc. (Webster Division,) McGraw-Hill Book Company, *The Impact of Our Past: A History of the United States*, Bernard A. Weisberger, 1972.

Benefic Press, *Man — United States and Americas*, Edith McCall, Evalyn Rapparlie, and Jack B. Spatafora, 1972.

Benefic Press, *Of, By, and For the People*, Robert Carter and John M. Richards, 1972.

Follett Publishing Company, *The World of Mankind: Man the Toolmaker*, Leften S. Stavrianos, 1973.

Ginn and Company, *Episodes in American History, An Inquiry Approach*, Robert E. Burns, Lee R. Boyer, James R. Felton, Philip Gleason, John J. Lyon, James E. O'Neill, and Charles J. Tull, 1973.

Ginn and Company, *One Nation: The United States*, Leonard S. Kenworthy, 1972.

Harcourt Brace Jovanovich, Inc., *America. Its People and Values*, Leonard C. Wood and Ralph H. Gabriel, 1971.

Harper and Row Publishers, *Our Family of Man, A Conceptual Approach to the Social Sciences — Evaluation of Ideals*, Dr. Penrod Moss, Margaret Johnstone, Dr. Mary Brownlee, and Gwyn Scott, 1972.

D. C. Heath and Company, *America, A Modern History of the United States*, Frank Freidel and Henry N. Drewry, 1970.

Holt, Rinehart and Winston, Inc., *The Challenge of America*, Mitchel, Okun and Stephen H. Bronz, 1973.

Holt, Rinehart and Winston, Inc., *Inquiring About American History: Studies in History and Political Science*, Allan O. Kownslar and William R. Fielder, 1972.

Laidlaw Brothers, *Challenge and Change — United States History: The Second Century*, Harold H. Eibling, Carlton Jackson, and Vito Perj. 1973.

J. B. Lippincott Company, *The Search for Identity: Modern American History*, John Edward Wiltz, 1973.

Scott, Foresman & Company, *Promise of America: The Starting Line; Struggling for the Dream; Breaking and Building, Sidewalks, Gunboats and Ballyhoo; An Unfinished Story*, Larry Cuban and Phillip Roden, 1971.

APPENDIX B
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APPENDIX C

CRITERIA USED FOR EVALUATING 1972 TEXTBOOK STUDY ON EARLY ELEMENTARY-LEVEL SOCIAL STUDIES TEXTBOOKS

1. Does the content of the textbook — both the pictorial and written content — reflect the pluralistic, multi-ethnic nature of our society, both past and present?
2. What are the implicit assumptions of the content, both pictorial and verbal?
3. Are the contributions of the various ethnic groups included?
4. Is the legitimacy of a variety of life styles acknowledged?
5. Does the book tend to raise open questions and present issues?
6. Are present day problems realistically presented?
7. Is the role of a variety of religious groups in our society, both past and present, included?
8. What seems to be the author's approach to patriotism?
9. To what extent are the standard "myths" presented?
10. What appears to be the criteria for presenting heroes?
11. Are ethnocentric views reinforced or worked against?
12. Does the text take a moral stand on issues?
13. Would the book tend to encourage a positive self-image?
14. Are controversial matters dealt with?
15. In dealing with various matters, do the authors commit "sins of ommissions?"
16. Are historical events based on the latest historical evidence?
17. Are events consistently glorified?
18. Does the book tend to suggest the importance of going to additional sources for further information?
19. Does the teacher's manual suggest other meaningful activities?